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STATE TEACHERS COLLEGE BULLETIN

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1922-1923



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UNIVERSITY OF ILLINOIS

MARYVILLE, MISSOURI

VOLUME XVI.

APRIL, 1922.

NUMBER 2.

BULLETIN
OF THE
STATE TEACHERS COLLEGE
MARYVILLE, MO.

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UNIVERSITY OF ILLINOIS

PUBLISHED QUARTERLY BY THE COLLEGE.

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CALENDAR 1922

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						

CALENDAR 1923

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3				1	2	3	1	2	3	4	5	6	7	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30					
MAY							JUNE							JULY							AUGUST						
		1	2	3	4	5					1	2		1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	

COLLEGE CALENDAR

1922

September 12—Tuesday—Opening of Fall Quarter—Registration. The President of the College and the Dean of the Faculty will be in their offices Monday, September 11, for consultation.

September 13—Wednesday—Class work begins.

September 16—Saturday—Examinations for entrance or advanced standing.

November 24—Friday—4 p. m.—Close of Fall Quarter.

December 4—Monday—Opening of Winter Quarter—Registration.

December 5—Tuesday—Class work begins.

December 9—Saturday—Examinations for entrance or advance standing.

December 21—Thursday, 4 p. m., to January 2, 1923, Tuesday, 8 a. m.—Christmas recess.

1923

February 23—Friday—Close of Winter Quarter.

March 5—Monday—Opening of Spring Quarter—Registration.

March 6—Tuesday—Class work begins.

March 10—Saturday—Examinations for entrance or advanced standing.

March 28—Wednesday—4 p. m., to April 4, Wednesday, 8 a. m.—Easter Recess.

April 23—Monday—Opening of Five Weeks' Short Course.

May 18—Friday, 4 p. m.—Close of Spring Quarter.

May 25—Friday—Close of Five Weeks' Short Course.

May 28—Monday—Opening of Summer Quarter—Registration.

May 29—Tuesday—Class work begins.

June 2—Saturday—Examinations for entrance or advanced standing.

June 3, 4, 5—Sunday, Monday, Tuesday—Annual Commencement.

August 2—Thursday—Close of Summer Quarter.

September 11—Tuesday—Opening of Fall Quarter.

SOCIAL CALENDAR.

Fall Reception.....Thursday, September 21st.

Y. W. C. A. Hallowe'en Party.....October 31st.

Christmas Party.....Wednesday, December 20th.

Freshman Party.....Thursday, January 11th.

Music Week.....First or Second Week in May

May Day Party.....Friday of Music Week

Recreation Day.....Wednesday, June 13th.

Y. W. C. A. Lawn Fete.....Thursday, July 19th.

Faculty Party for Students of Summer School, Tuesday, July 23rd.

BOARD OF REGENTS

Biennial Period of 1921 and 1922.

HON. SAM A. BAKER, Regent Ex-Officio, State Superintendent of Public Schools.....	Jefferson City
W. A. BLAGG, Lawyer, term expires 1923.....	Maryville
CHAS. L. MOSLEY, Farmer, term expires 1923.....	Stanberry
TRUE D. PARR, Banker, term expires 1925.....	Hamilton
CHAS. F. WARD, Editor, term expires 1925.....	Plattsburg
B. G. VORHEES, Lawyer, term expires 1927.....	St. Joseph
GEO. J. STEVENSON, Banker, term expires 1927.....	Tarkio

OFFICERS OF THE BOARD

1921 and 1922

W. A. BLAGG.....	President
B. G. VORHEES.....	Vice-President
W. A. RICKENBRODE.....	Secretary
MURRAY WELLING.....	Treasurer

OFFICERS OF ADMINISTRATION

College Year, 1922-1923.

UEL W. LAMKIN, LL. D.....	President
GEO. H. COLBERT, B. A., M. A.....	Dean of Faculty
MRS. A. R. PERRIN.....	Dean of Women
W. A. RICKENBRODE, M. Accts.....	Registrar and Accountant
C. E. WELLS, B. A., M. A.....	Librarian
NELL HUDSON, B. S. in Ed.....	Secretary to President
J. R. BRINK.....	Superintendent of Construction and Maintenance

FACULTY OF INSTRUCTION

1922-1923

- UEL W. LAMKIN, LL. D..... President of the College
- GEO. H. COLBERT, Dean of Faculty..... Mathematics
B. S., B. A.; M. A. (National Normal University, Ohio)
- THOMAS H. ANNETT..... Piano
Graduate, Northwestern University School of Music;
studied piano with Victor Garwood and Percy Grainger,
Chicago. Composition and Theory with Dean P. C.
Lutkin.
- E. W. ATKINSON..... Commerce
B. A. (Nebraska Wesleyan University). Graduate di-
plomas: (Gregg School, Chicago; Tulloss Secretarial Col-
lege, Columbus; Palmer Method School of Penmanship,
Cedar Rapids; Nebraska School of Business, Lincoln).
- A. J. CAUFFIELD..... Geography
Life Diploma (State Normal College, Ypsilanti, Michi-
gan); B. A. (Northern University, Ohio); B. S. (Univer-
sity of Chicago); M. A. (University of Wisconsin).
- T. H. COOK..... History
B. S. (Stanberry Normal School, Missouri)
- BERT COOPER..... Vitalized Agriculture and Director of
Extension Work.
Pd. B. (State College, Maryville, Mo.) Student (Univer-
sity of Missouri, University of Chicago.)
- OLIVE S. DE LUCE..... Fine Arts
B. S. (Columbia); Bachelor's Diploma in Supervision and
Bachelor's Diploma in Elementary Education (Teachers
College, New York.)
- BLANCHE DOW..... Dramatics and French
B. S. (Smith); Diploma (School of Expression, Boston)
- MATTIE B. DYKES..... English
B. S. (Northwest Missouri State Teachers College); A.
M. (University of Chicago).
- H. A. FOSTER..... History
B. A. (Yale); M. A. (Chicago).
- KATHERINE FRANKEN..... Education
B. S. (University of Missouri); Life Certificate, Mis-
souri; Post graduate work in University of Chicago and
Teachers College, New York.
On leave, Sept. 1, 1922—June 1, 1923.

- E. W. GLENN.....Manual Arts
Student (College of Engineering, Illinois)
- CHARLES R. GARDNER.....Director of Music, Instructor in Public
School Music Methods, Voice and Organ.
B. Music (Cincinnati Conservatory of Music); Graduate,
(American Institute, Chicago); Cincinnati Conservatory
of Music; studied voice with Douglas Powell, New York
City, and L. Drew Mosher, Cincinnati.
- ANNE DUDLEY GIBBS.....Assistant Librarian
B. S. (George Peabody College for Teachers, Nashville,
Tennessee).
- C. A. HAWKINS.....Latin
Student (Drake University, Stanberry Normal School,
Missouri).
- KATHERINE HELWIG.....Mathematics
A. A. (Chicago).
- CARRIE HOPKINS.....English and Fine Arts
B. Ed. (State Teachers College, Colorado).
- MINNIE B. JAMES.....Commerce
B. S. (State Teachers College, Maryville).
- FRED KELLER.....Education
B. A. (Arkansas); B. J. (Missouri); Ed. M., Ed. D., (New
York University).
- CHRISTIAN D. KUTSCHINSKI.....Wind and Stringed Instruments
Pupil of Ludwig Becker, Chicago; Hugo Kalsow, Detroit;
J. Garfield Chapman, Cleveland; Robert Hentschel, Grand
Rapids.
- C. C. LEESON.....Biology
B. A. (Albion, Michigan); M. S. (University of Michi-
gan).
- BURT W. LOOMIS.....Education
B. S. in Education (University of Missouri); Graduate
Work (University of Missouri); A. M. (Teachers College,
Columbia University, New York City).
- EUGENE A. MAYNOR.....Physical Education
A. B. (University of Alabama); B. S. (Alabama Poly-
technic Institute); A. M. (University of Missouri).
- MARY MAC LEOD.....Physical Education
Ph. B.; Ph. M.; (Cornell College, Iowa); Diploma (Nor-
mal School of Gymnastics, Boston).

- HARRY A. MILLER.....Reading and Public Speaking
Ph. B. (Franklin College, Indiana); Life Diploma (Indiana State Normal School); Graduate work (University of Chicago).
- HOMER T. PHILLIPS..... Education
B. S. (Central Mo. State Teachers College); A. M. (Teachers College, Columbia University).
- W. W. STANFIELD..... Agriculture
B. S. in Agr. (Kansas State Agriculture College); B. S. in Agr. Ed. (Iowa State College); M. S. in Agronomy (Ames).
- C. E. PARTCH.....Vocational Education
A. B. (University of Michigan); Student Harvard.
- ANNA M. PAINTER..... English
A. M. (Columbia University); Graduate work (University of California). On leave 1922-1923.
- LUTHER A. RICHMAN..... Voice
Graduate and Post-Graduate Cincinnati Conservatory of Music); Pupil of Daniel Beddoen; Studying Voice in Paris, Summer 1922.
- GRACE M. SHEPHERD.....Rural Education
A. B. (Hastings College); A. M. (Columbia University); Graduate work (University of Chicago); Graduate of Kansas State Normal, Emporia.)
- DORA B. SMITH..... Education
B. S. in Education (C. M. S. T. College); Ph. B. in Education (University of Chicago).
- M. W. WILSON.....Physics and Chemistry
B. A. (Olivet College); M. S. (University of Chicago).
- BEATRIX WINN..... English
B. A., B. S. (University of Missouri); M. A. (Columbia).
- C. E. WELLS.....History and Spanish
B. A., M. A. (Park College).
- GENEVA WILFLEY..... Piano
Diploma (Maryville Conservatory of Music).

GENERAL INFORMATION

HISTORICAL STATEMENT.

The General Assembly of 1905 created the Fifth District Normal School, the district including the counties of Andrew, Atchison, Buchanan, Caldwell, Carroll, Clay, Clinton, Davies, DeKalk, Gentry, Grundy, Harrison, Holt, Livingston, Mercer, Nodaway, Platte, Ray and Worth. Maryville was chosen as the seat of the new school upon a tender of eighty-six and one-eighth acres valued at \$57,112, with \$58,672.50 in cash. The Board of Regents later extended the campus by purchasing a tract of thirty-one and forty-nine hundredths acres at a cost of \$7,872.50. The first meeting of the Board of Regents was held September 12, 1905. The first session of the school was held in the High School building of Maryville in the summer of 1906. The corner stone of the administration building was laid October 12, 1907.

The Fiftieth General Assembly of Missouri, 1919, passed a law changing the name of the Normal School to that of the Northwest Missouri State Teachers College, with a revision of the statutes continuing the powers and organization of the Fifth District Normal School.

The college is a member of the conference of State Educational Institutions of Missouri; National Association of Teachers Colleges; and the North Central Association of Colleges and Secondary Schools.

ORGANIZATION.

COLLEGIATE DIVISION: The Collegiate division of the State Teachers College at Maryville includes the representative departments of a standard college together with the professional studies of a strong Teachers College.

The departments represented in the scope of the college work are as follows: Agriculture, Biology, Chemistry, Business Administration, Education, English, Fine Arts, Geography, History, Home Economics, Foreign Language, Library Economics, Manual Arts, Mathematics, Music, Physical Education, Physics, Public Speaking, Reading, and Dramatics.

SECONDARY DIVISION: This comprises the representative phases of study found in a standard four-year high school including professional training equivalent to that of the teacher-training courses in the public high schools of the state. A diploma is granted upon the completion of sixteen units in this work. Completion of fifteen units will admit to collegiate division.

THE COLLEGE YEAR.

The college year extends from September first to September first of the succeeding calendar year. The year is divided into four terms or quarters of approximately twelve weeks each. Each of these terms is equivalent to one-third of a college year. Students may attend one, two, three or four terms in each year as may seem desirable. By attending the four quarters of any calendar year a student should be able to complete from forty to forty-five hours of college credit governed by the conditions applicable to excess work described elsewhere.

LOCATION.

The College is situated in the city of Maryville which is reached by the St. Louis-Omaha line of the Wabash R. R., and by the Creston branch of the C. B. & Q. R. R. These lines make connections with other lines at Chillicothe, Sumner, Gallatin, Pattonsburg, Darlington, Conception Junction, Burlington Junction, Coin and St. Joseph. St. Joseph may be reached by steam road or trolley from a large part of our district and easy connections made there for Maryville.

BUILDING AND GROUNDS.

1. GROUNDS:—The campus of the Northwest Missouri State Teachers College comprises an area of 117 acres. A part of this is devoted to agricultural experiments but the larger part consists of well graded campus areas laid out with ample road-ways and walks and an abundance of trees and shrubbery arranged in accordance with a definite plan provided by a landscape architect. In addition to this area the College leases a plot of ground just to the north of its campus which is operated as a soil experiment field. The experiments on our own ground exemplify methods of cultivation and crop rotation.

2. BUILDINGS:—(a) The administration building is the chief center of our activities. This building is large and well adapted for its work being some 300 feet in length and 150 feet in depth through the center. It provides suitable class space, large, airy corridors, an auditorium with a seating capacity of over 1,000, gymnasiums, laboratories, and shops necessary to a school of this type.

(b):—Near the administration building a heating plant is located which provides facilities for heating and ventilation.

(c):—In addition to these two buildings we have a beautiful well constructed greenhouse for use in connection with the departments of Agriculture, Biology, and campus up-keep.

(d):—The President's residence is the remaining chief building of the group.

(e):—A new dormitory building for women is now under construction and will be ready for occupancy December 4th, 1922. Write for particulars regarding rooms, etc.

(f):—The College has begun the construction of a series of farm buildings to include a caretakers residence, grain and implement house, garage and work shop, hog house, poultry house and barn.

(g):—Twelve Cottages, available for summer and fall terms, suitable for light housekeeping.

EQUIPMENT.

1. CLASS ROOMS:—Ample class room facilities are provided for all our work, the rooms varying in capacity so that classes of a greater or lesser number of students may be easily accomidated. These class rooms are well-lighted, ventilated, and clean. All class romms of the building receive sunlight some time during the day.

2. LABORATORIES:—Practical instruction in various phases of subject matter is provided through laboratories well equipped for the particular type of work which they are called upon to perform. These laboratories consist of the following: Agriculture, Biology, Physics, Chemistry, Geogaphy, Home Economics (both sewing and foods), Farm Crops, and Manual Arts.

3. DRAWING ROOMS:—Rooms are provided for study and practice of Fine Arts and Mechanical Drawing.

4. LIBRARY:—The College Library occupies an entire wing of the second floor of the administration building. It is supplied with some 14,000 volumes of books, and pamphlets, and is equipped with an abundance of tables and chairs for the accomodation of students. It is splendidly lighted and ventilated.

5. GYMNASIUMS:—Two gymnasiums are supplied, providing opportunity for gymnasium practice, indoor athletics and recreation when the weather will not permit of it outside. One of these gymnasiums is equipped with a balcony providing space for spectators at athletic contests and games. Both are equipped with baths. That for the women has individual private shower baths, lockers and dressing rooms.

6. ARTS STUDIOS:—With good lighting and ample equipment of desks, easels, caminets, pictures, and statuary.

7. MECHANICAL DRAWING ROOMS:—With special tables and individual lighting.

8. RECREATION:—Adequate play grounds in the form of athletic fields, tennis courts, and campus areas are provided for all forms of recreational activities.

9. MUSIC:—Students who desire the privilege of studying piano, voice or violin in connection with their college studies will find facilities of a standard high grade Conservatory in the Maryville State Teachers College and may receive credit in accordance with regulations of the college. Band and Orchestra activity is also provided.

COLLEGE DEMONSTRATION FARM.

Under the direction of the Department of Agriculture, and in co-operation with the State University, the College maintains a Soil Experiment Field on the tract of ground just north of the Wabash Railroad, and north of the campus. On our own campus, a number of interesting experiments are in operation, demonstrating practices in gardening, rotation of crops and methods of cultivation. This should prove valuable to rural school teachers and students of agriculture.

THE COLLEGE SUPPLY STORE.

The College maintains a supply store in its building which provides the students opportunity of purchasing texts and all needed materials for the various classes.

STUDENT ACTIVITIES.

1. **LITERARY SOCIETIES:**—Three Literary Societies are now organized and in a flourishing condition, the Eurekan, the Excelsior and the Philomathean. These societies have been organized for some time and play a large part in the social and literary life of the student body. A friendly and co-operative rivalry exists among them.

Annually there is held in the early part of April a three-night contest among the Literary Societies, in debate, oratory, extemporaneous speaking, declamation, song, essay, and sight reading. Winners are honored by having their names engraved upon a bronze tablet which is placed at the entrance of our auditorium.

2. **MUSIC CLUBS:**—From time to time musical organizations have been formed, usually as some particular occasion demands their presence. They are given as ensemble classes, as listed under the Department of Music.

3. **THE ARTS AND CRAFTS CLUB:**—An honor organization of men and women in college particularly interested in fine arts.

4. **RELIGIOUS INFLUENCES:**—In Maryville may be found the following denominations, each with a strong church organization: Presbyterian, Baptist, Methodist (two branches), Christian, Catholic, (two churches), Christian Scientist and Church of God. Each of these organizations are interested in the religious welfare of our students who temporarily make their homes in Maryville and cordially welcome the students to their various services.

The College branches of the Young Men's and the Young Women's Christian Associations provide an opportunity not found in other organizations for contact with national and international groups of students.

5. **COLLEGE ASSEMBLIES:**—Assemblies are held once a week on Tuesday at 10 o'clock. All students are expected to attend.

6. **STUDENT PAPER:**—The Green and White Courier, which is the official organ of the College and student body, is published bi-weekly and is edited and managed by a group of students selected from various student organizations and organized into a class in Journalism.

7. **ATHLETICS:**—The College is a member of the Missouri Inter-Collegiate Athletic Association and participates in competitive athletics in foot-ball, basket-ball, and tennis. It is the desire of all connected with the College that our athletic activities shall be on as high a plane as possible and to eliminate the unsavory feature so often found in connection with competitive athletics. All students are urged to participate in some form of recreational activity.

8. **ALUMNI ASSOCIATION:**—No educational institution can long thrive unless backed up by those who have completed its work. The Alumni Association takes a lively interest in the welfare of the institution and the support of its activities. Officers for 1922-23 are Miss Minnie B. Jones, President; Miss Alma Lucas, Vice Pres.; Miss Thelma Eaton, Secretary-Treasurer.

9. **THE MINNEECHEEOCK** (meaning active girls):—This organization, made up of all women of the college winning honors in sports and student activities was formed during 1920-1921, and has for its purpose the fostering of interest in games, sports, debating and other student activities, and giving publicity to prospective students concerning the values of the college.

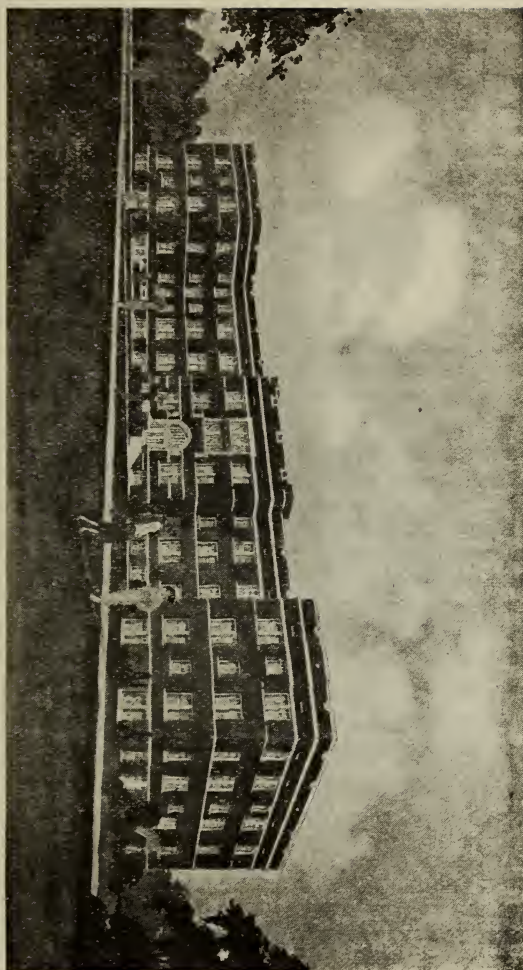
10. **THE "M" CLUB:**—A companion organization to Minneecheechock organized in 1920-1921. It is composed of all men who win the award of the varsity emblem in sports and activities. It fosters interest in athletics and publicity for the college.

THE RURAL CLUB:—An Organization composed of students interested in rural education and rural activities. The object of the club is to acquaint the members with rural life, the conditions, the needs and possibilities in the rural school and the community! to promote social life among the members and students and to interest all in rural schools. With the present interest in rural life throughout the country, The Rural Club will become one of the strongest organizations in the college.

REQUIREMENTS FOR ADMISSION.

Entrance to the collegiate division is secured by presenting a minimum of fifteen units of standard approved high school credits. Admission to the secondary division is secured by presentation of a certificate of completion of the elementary schools. Advanced standings may be secured by examination or the presentation of certified credits from approved institutions for advanced standing and entrance in accordance with the regulations of the Conference of the State Educational Institutions.

No credit by examination shall be given after a student has completed one year of work in school, nor after an advanced course in the subject has been completed.



NEW DORMITORY BUILDING

(Ready for occupancy at opening of winter term, December 4, 1922.
Write President Uel W. Lamkin for information and reservations.)

These examinations are given during the first week of each term and this year will be given on dates given in the college calendar, on the following schedule:

8:00 to 11:00—English, American History, Algebra, Home Economics, Latin.

10:00 to 1:00:—Agriculture, Commercial Subjects, Arithmetic, English, History, Civics, Music (students writing three hours in the first period begin the second period at 11:00 and write till 2:00 if necessary).

2:00 to 5:00:—Ancient History, Mediaeval and Modern History, Geography, Geometry, Chemistry, Drawing.

Students wishing to write for advanced college credit may make special arrangements with Dean G. H. Colbert, Chairman of the Committee on Admissions. Students applying for admission upon certificate of approved high school grades should send to the registrar for blanks upon which to have their high school grades certified by the officer. Diplomas are not accepted.

Graduates of approved four-year high schools are admitted to the college courses without examination upon presenting an official statement of their school credits. Graduates of other schools are given credit toward entrance as recommended by the State Superintendent of Schools.

STUDENTS SHOULD SEND CERTIFIED STATEMENT OF CREDITS FOR ENTRANCE OR ADVANCED STANDING TO THE COMMITTEE ON ADMISSION PRIOR TO OPENING OF ANY TERM OF APPROVED ATTENDANCE. BLANKS WILL BE SENT ON REQUEST.

FEES AND EXPENSES.

FEE:—There is no tuition. An incidental fee of \$10.00 is charged each student per term.

This will include all fees usually paid for department supplies or incidentals of any nature. In addition to enrollment and classification many privileges are granted to the enrolled student without the payment of additional fees.

A deposit of 25c is required for each locker key. This is refunded when the key is returned.

Incidental expenses vary with the tastes and habits of the individual.

Special fees are charged for instruction in the Music Department for instruction which consists largely of individual lessons. See schedule.

War service men and women who were deprived of the opportunity of attending college because of enlistment in the World War, are exempt from the payment of the incidental fee of ten dollars for as many terms as they wish to attend.

IN REGARD TO TEXT BOOKS.

1. The College Book Store, will rent to students all text books which may be required for their work in the college.

2. The rental will be Three Dollars (\$3.00) for one quarter, or Four Dollars (\$4.00) for two quarters.

3. Before any books are issued the student will deposit Five Dollars (\$5.00), and receive a number receipt for same. This number must appear on all requisitions for books. If all books issued are returned in as good condition as when issued, ordinary wear and tear excepted, at the end of the first quarter after deposit, Two Dollars (\$2.00) will be refunded. If so returned at the end of the second quarter, One Dollar (\$1.00) will be refunded.

4. To secure text books, a student who has made his deposit will fill out a requisition blank furnished by the College Book Store. All text books required will be issued on requisition. The student will draw books as they are needed, at any time during the quarter. Every requisition must bear the number of the receipt for the deposit fee.

5. Books should be returned when the holder is through with them without waiting for the end of the quarter.

6. The books remain the property of the College Book Store. Any or all of the deposit fee may be used to pay for loss, or unnecessary damage.

SCHOLARSHIPS.

The State Teachers College at Maryville, wishing to encourage attendance upon its work by representative students from all the high schools in its territory offers one scholarship to the highest ranking member of the graduating class of each high school in the nineteen counties of the Northwest Missouri State Teachers College District maintaining a course of two or more years in length not eligible to the Regents Series. Value \$24.00 if used during three quarters.

Upon receipt of the nomination, a certificate of award will be mailed by the college to the party recommended.

These scholarships shall be payable at the rate of \$8.00 per term for three terms.

In recognition of the fact that many of our young men and women gave up the privilege of attending college and gave their services in the World War, the Board of Regents has established a scholarship for each person engaged in war service where the individual by induction into service as a soldier, sailor, marine or nurse, was thereby deprived of the opportunity of attending college. This scholarship is equal to the amount of the incidental fee and may be used during as many terms as desired.

STUDENT LOAN FUND.

The beginning of a student loan fund was made in 1917, when students

and faculty purchased Liberty Bonds to the amount of \$600.00 as an endowment. Cash additions to the working funds have been made by various classes and organizations and by accumulations of interest until these funds now amount to more than \$325.00.

This fund is administered by a committee made up of Dean G. H. Colbert Chairman, Hettie M. Anthony, Secretary and Curator of Funds, Mrs. A. R. Perrin, Dean of Women, and W. A. Rickenbrode, Registrar.

FRATERNITIES AND SORORITIES.

The Board of Regents has adopted the following regulation concerning these organizations.

“In view of the fact that many of the graduates of the Northwest Missouri State Teachers College will teach in the Public High Schools of the State, where secret Sororities and secret Fraternities are not wanted, and in view of the fact that the existence of these secret organizations in the High Schools of the State have been found to be detrimental to the best interests of the school and the members of such secret organizations, now therefore, be it resolved that it is the sense of the Board of Regents of the Northwest Missouri State Teachers College that they be not encouraged or permitted in this institution. This resolution shall not apply to non-sect, honorary scholarship societies organized in connection with institutions similar to the Northwest Missouri State Teachers College, if organized and governed by regulations approved by the Faculty and Administration.”

DEGREES, DIPLOMAS AND CERTIFICATES.

1. DEGREES:—The State Teachers College at Maryville confers the degree of Bachelor of Science in Education (B. S. in Ed.) upon the completion of 120 hours of college work beyond the standard four-year high school course. The diploma issued carries with it authority to teach in the public schools of Missouri for life.

The college also confers the standard college degree of Bachelor of Arts (B. A.) upon the completion of 120 hours of college work offered from departments in accordance with regulations of the college and in advance of a four year high school course.

2. DIPLOMAS:—The Elementary Life Certificate is awarded upon the completion of 60 hours prescribed work which gives preparation for the elementary schools. The diploma also carries authority to teach in the schools of Missouri for life.

3. CERTIFICATES:—(a) The Provisional Certificate, a certificate giving authority to teach in the public schools of Missouri for a period of two years and issued upon the completion of a minimum number of semester hours of prescribed elective work.

(b) The Elementary Certificate, a certificate giving a minimum preparation for the elementary schools and entitling the holder to teach in the elementary schools of Missouri for a period of two years. This certificate

requires the completion of a prescribed course of 30 semester hours work.

4. **SECONDARY DIPLOMAS AND CERTIFICATES:**—(a) Students completing sixteen units required by the entrance requirement course will be granted a certificate signifying the completion of a standard four years

(b) A Teacher Training Certificate will be issued upon completion of the teacher training course.

LATE REGISTRATION

Every student who files his classification card after six o'clock Wednesday afternoon of the first week of any term must pay a fee of \$2.50 for late registration in addition to the regular incidental fee. This late registration fee is imposed for the purpose of getting all students started in their work at the beginning of the term, and not for the purpose of increasing the receipts of the College.

ADDITIONAL TRANSCRIPTS

Upon request, a student will be furnished, without fee, one transcript of grades made in the College. Additional transcripts will be furnished on request and the payment of \$1.00 for each transcript so furnished.

CONSERVATORY OF MUSIC

FACULTY OF INSTRUCTION

1922—1923.

UEL W. LAMKIN, President.

CHARLES R. GARDNER, Director — Instructor in Public School Music Methods, Voice and Organ.

Graduate, American Institute, Chicago; Cincinnati Conservatory of Music; studied voice with Douglas Powell, New York City, and L. Drew Mosher, Cincinnati. Organ and Composition with John Yoakley, Cincinnati.

THOMAS H. ANNETT, Head of Piano Department.

Graduate, Northwestern University School of Music; studied piano with Victor Garwood and Percy Grainger, Chicago. Composition and Theory with Dean P. C. Lutkin.

CHRISTIAN D. KUTSCHINSKI, Head of Violin Department.

Pupil of Ludwig Becker, Chicago; Hugo Kalsow, Detroit; J. Garfield Chapman, Cleveland; Robert Hentschel, Grand Rapids.

LUTHER A. RICHMAN—Graduate and Post Graduate of Cincinnati Conservatory of Music. Voice student in Paris, Summer 1922.

GENEVA WILFLEY, Instructor in Piano.

Graduate, Maryville Conservatory of Music; studied piano with Victor Heinze, Chicago. Theory and Composition at the American Conservatory of Music, Chicago.

GENERAL STATEMENT.

From its inception the College has included in its work, Methods in Public School Music. For some time it has been recognized that this fell short of the needs of the institution. Beginning with September, 1920, after purchasing the equipment of the Maryville Conservatory of Music, the music department of the Northwest Missouri State Teachers College was materially enlarged in the scope of its work. It now includes instruction in public school methods, history of music, harmony, counterpoint, appreciation, ensemble classes, and individual lessons in piano, voice, violin, organ, band and orchestral instruments. The work and instruction in these subjects has been standardised that it may be used toward diplomas and degrees under suitable restrictions. With no particular pub-

licity the volume of work done by this department in this brief time indicates its expanded nature meets a well defined need.

PURPOSE.

This work is instituted to better enable us to prepare teachers for work in connection with other subjects; to provide supervisors of music for public schools; to organize and direct the music life of the college; to give all students the opportunity of studying music in class work or individual lessons for their own culture and development; to contribute to the development of music in the public schools of Northwest Missouri; to stimulate the general appreciation of music as a factor in community life; and to bring to our students and the community from time to time, high grade talent in the music field.

ADVANTAGES.

The student who studies music in a department of a standard college has a material advantage over the student who takes similar work from individual instructors or from a private conservatory. A student of individual music in the Teachers College enjoys all privileges granted to any student such as the subscription to the student paper—The Green and White Courier—participation in the college activities, attendance upon athletic games, and many other entertainments. Upon the payment of a small additional fee as indicated they have the privilege of taking work from any of the regular departments of the college. In addition to the above, they have the knowledge that whatever they do is standardised and on a par with similar work of the best institutions anywhere.

ORGANIZATION.

The Conservatory of Music of the Northwest Missouri State Teachers College comprises the following departments:

THE DEPARTMENT OF PRACTICAL MUSIC, comprising courses for teachers of music in connection with other subjects; providing courses for directors of high school and community music; and a complete course for supervisors of music.

THE DEPARTMENT OF APPLIED MUSIC, comprising courses in piano, voice, violin, pipe organ, band and orchestral instruments. Students receive college or high school credit for work which may be used in meeting the requirements for certificates, diplomas and degree subject to regulations governing their award.

DEPARTMENT OF PRACTICAL MUSIC

MR. GARDNER, MR. KUTSCHINSKI,
MR. ANNETT

PUBLIC SCHOOL MUSIC COURSES.

11a—Public School Music.....1 1-4 hours

11b—Public School Music.....1 1-4 hours

This course in Public School Music requires singing at sight such music as is taught in the public schools. Prerequisite: 11a.

12—Teachers' Course in Music.....2 1-2 hours

This course treats of material and teaching methods for grade and high school. Prerequisite: 11b.

51a—Harmony 2 1-2 hours

51b—Harmony 2 1-2 hours

Courses 51a and 51b take up major and minor scales; the primary triads in major and minor. This study is applied in a variety of ways, including the composition of melodies, harmonizing bases, hymn analysis, keyboard harmony and harmonic dictation; the dominant seventh chord; secondary triads; cadences; open harmony; inversion of triads; secondary seventh chords and their inversion; modulating; passing tones and other non-harmonic tones. Prerequisite: 51a.

81—Music Appreciation.....2 1-2 hours

This course presents a pedagogy as carefully worked out as that of any subject in the school curriculum. Teachers are given a clear method of presenting lessons in each grade. Oral or written comment is required upon both form and content of all musical material. This is a non-technical course for which no previous musical training is required.

101—History of Music.....2 1-2 hours

Some knowledge of the origin and development of music as an art is practically indispensable to one wishing to gain true understanding and appreciation. The subject is studied with the idea of ascertaining events and their effect on the development of music rather than merely a study of names and dates.

102—Counterpoint 2 ½ hours

Counterpoint in the various species in two, three and four parts. Double counterpoint, imitation sequences, canons. The inventions and the fugue in two parts. Prerequisite: 51b.

COURSES FOR SUPERVISORS OF PUBLIC MUSIC.

Public school Music—Courses 11a and 11b.....	2½ semester hours
Teacher's Course in Music—Course 12.....	2½ semester hours
Music Appreciation—81.....	2½ semester hours
Voice (three terms)	2½ semester hours
Ensemble Music	5 semester hours
Elementary Psychology—Course 11.....	2½ semester hours
School Economy—Course 51.....	2½ semester hours
Principles of Teaching—Course 55.....	2½ semester hours
English Composition—Courses 11 and 21.....	5 semester hours
Harmony—Courses 51a and 51b.....	5 semester hours
Elective in Music.....	2½ semester hours
History of English Literature—Course 62b.....	2½ semester hours
History of Mod. Elem. Education—Course 82.....	2½ semester hours
Sociology—Course 91.....	2½ semester hours
Elective in Education.....	2½ semester hours
Electives	15 semester hours
Total	60 semester hours

All electives must be chosen with the advice of the head of the department.

One year of piano or violin is required for entrance in this course. However, some of this work may be made up after entrance. The candidate must be a high school graduate, and must, in addition show indications of musical aptitude and of ability in leadership.

In addition to or including the above required courses in music, the candidate for a B. S. in Ed. or A. B. should present at least a major of 24 semester hours. The student should also present two minors of 15 semester hours each in fields closely related to the major subject.

The student completing the Course for Supervisors of Public School Music will be given the **ELEMENTARY LIFE CERTIFICATE** which carries the force of a state life certificate.

ENSEMBLE CLASSES.

College Choir.

The College Choir is organized at the beginning of each year, with the object of studying and performing some of the great choral masterpieces. College students who love to sing are urged to join the chorus and to attend rehearsals regularly.

Credit: 1¼ hours, or 1-6 unit for 36 rehearsals.

Men's Glee Club.

The Men's Glee Club is composed of a limited number of voices selected by the Director, and is conducted with the purpose of studying and performing part songs for male voices. This club is a popular feature in the life of the school, In addition to the recreation it affords, much valuable

training is gained in the art of singing, which will prove of lasting value socially and professionally.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for 36 rehearsals.

Women's Glee Club.

This organization is composed of a limited number of selected voices and is conducted with the purpose of studying choruses, cantatas, and operettas written especially for women's voices.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for 36 rehearsals.

Band.

A band will be organized at the beginning of each year. Students playing wind instruments should bring them and report to the Director of Music. Excellent instruction upon the different brass and wood-wind instruments may be had at the school for a nominal fee. The band will furnish music for various social functions, especially those out of doors, such as athletic events.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for rehearsals.

Orchestra.

There is a growing demand for supervisors and directors with ability to organize and conduct high school orchestras. Many schools will need instructors of stringed and wind instruments. Students who possess instruments should bring them.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for 36 rehearsals.

Municipal Chorus.

The Municipal Chorus is organized at the beginning of the school year, with the purpose of studying and performing some of the great choral masterpieces, such as "The Holy City," "The Creation" and "The Messiah." October, 1921 this organization is composed of one hundred and forty students, faculty and townspeople.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for 36 rehearsals.

DEPARTMENT OF APPLIED MUSIC

MR. GARDNER, MR. ANNETT, MR. KUTSCHINSKI,

MR. RICHMAN, MISS WILFLEY.

PIANO.

Collegiate Division:

FIRST YEAR—Review of fundamental technic. Czerny, Op. 199; Jensen; Cramer; Bach Inventions; Sonatas by Haydn, Mozart, and Beethoven; Etude and Pieces.

SECOND YEAR—Bach, French and English Suites; Czerny, Op. 740; Foote Etudes; Beethoven Sonatas; Compositions by representative composers.

The foregoing course of study, including courses 11a 11b, 51a, 51b, and 81 from the department of practical music and the course in Normal Piano Methods are the requirements for a TEACHERS CERTIFICATE.

THIRD AND FOURTH YEARS—Advancement in course leads to the study and performance of the most difficult concertos, sonatas, and other works by Beach, Beethoven, Brahms, Tchaikowsky, Glazounow, Grieg, Ravel, Debussy, Chopin, McDowell, and many others.

The four years of piano work as listed above, including courses 11a, 11b, 51a, 51b, 81, 101 and 102 from the department of practical music are the requirements for a DIPLOMA. The course in Normal Piano Methods is not obligatory for the candidate for this diploma, but special recommendations as teachers of piano will be given by the Conservatory to students successfully completing this subject. A public recital from memory is required of all students for the diploma.

Prerequisite: Preparatory division.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for 36 lessons in piano.

Preparatory Division:

Major and minor scales in key circle, two octaves, hands separately. Write all scales and triads. One study selected from the following: Burgmuller, Op. 100; Lemoine, Op. 37; Loeschorn, Op. 65; Koehler, Op. 242; Biehl, Op. 174. Movement from sonatina by Clementi, Kuhlau, Schytte, etc. from memory. One piece selected from Bach, Handel, Mozart, Grieg, Op. 12, Gade, Reinhold, Schumann, etc. from memory. Selection from the following or similar works: Duvernoy, Op. 120; Berens, Op. 61; Heller, Op. 45, 36, 47; Koehler, Op. 50; Von Wilm, Op. 61. One composition by either Schumann, Jensen, Mendelssohn, Field or Grieg.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for 36 lessons in piano.

Children's Division:

The importance of rightly directing the musical activities of the child is no longer questioned. Faulty training in the early years of music study brings sure retribution. Sometimes payment is exacted in the form of time and money spent in the overhauling process, too often it is a failure. The idea that any teacher will do for a child is a mistaken one. The reverse is true, the best possible is not too good.

To be a successful teacher of children requires special qualifications and training.

The children's division of the State Teachers College Conservatory of Music is carried on by those who have spared neither time nor expense to enable them to give the highest quality of service.

Attention is given to tone production, ear training, chord and scale building, transposition, interpretation, memorizing, technique, etc.

Normal Piano Methods:

This series of lectures is designed to give piano teachers an orderly survey of the material of music education with special reference to piano playing from the smallest beginning to an advanced stage of attainment. Music literature will be examined and discussed as to what to teach, where to use it, how to use it and why to use it at all.

The earlier part of the course will be spent in an examination of elementary teaching methods and a discussion of class work. Careful attention will be given to the modern process of teaching keyboard and staff notation, ear training, rhythm, time values, transposition, signatures, scales and triads, melody writing, etc. A large amount of the earliest literature will be examined.

An outline of technical training for intermediate and advanced students will be given; technical exercises and musical etudes from Duvernoy and Czerny, Op. 299 to Chopin and Liszt will be studied.

The later lectures will treat of phrasing, dynamics, pedaling and ornamentation. A course of Bach study will be outlined as well as of classic sonatine and sonata literature. Not only the easier compositions of the great masters but also a large amount of good literature from Gade, Schutt, Godard, Mozowski, and Tchaikowsky will be examined with an estimate of its value as a preparation for the study of the greater masterpieces.

During the second quarter of the course the students will be required to attend the Children's Demonstration Classes.

One hour per week—two quarters—twenty-four weeks.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for twenty-four lessons.

VIOLIN.

Collegiate Division:

FIRST YEAR—Review of fundamental technic. Schradieck or Gruenberg; Sevcik; etudes by Mazas and Kreutzer; compositions by Bohm, Wieniawski, and others; concertos by Seitz and Accolay.

SECOND YEAR—Studies, Gruenberg and Halir; Dancela School of Mechanism, Sevcik; etudes and caprices by Kreutzer and Fiorillo; compositions by Wieniawski, Bohm, Kreisler, and others; concertos by De Beriot, Viotti, and many others.

The foregoing courses of study, including courses 11a, 11b, 51a, 51b, and 81 from the department of practical music, and one year of piano are the requirements for a **TEACHERS CERTIFICATE**.

THIRD AND FOURTH YEARS—Advancement in course leads to the study and performance of the more difficult etudes and caprices by Fiorillo, Rode, Rovelli, Gavinnies, supplemented by advanced technical material by Sevcik and Schradieck; concertos and other works by Mendelssohn, Bruch, Wieniawski, Vieuxtemps, and others.

The four years of violin work as slited above, including courses 11a, 11b, 1a, 51b, 81, 101 and 102 from the department of practical music, and one year of piano are the requirements for a **DIPLOMA**.

Prerequisite: Preparatory Division.

Credit: 1¼ hours, or 1-6 unit for 36 lessons Violin.

Preparatory Division:

Preparatory studies for bowing and left hand development, positions, shifting, sliding, and double stops. Selections from Gruenberg's "Elementary Violin Lessons" and "Foundation Exercises;" Hohmann Violin School; Henning; Schubert; Wohlfahrt; Kayser; Fischer; Double Stops; Weisberg's "Finger and Intonation Exercises" and Complete School of Shifting;" Scale Studies by Schradieck or Gruenberg; Technical Studies by Schradieck, Sevcik; selected solos and concertinos by representative composers.

Credit: 1¼ hours, or 1-6 units for 36 lessons in Violin.

Children's Division:

The elements of violin playing and an understanding of rudiments are presented to the child in the most simple manner. The work is planned in such a way as to make it interesting and easy to comprehend.

VOICE.

Collegiate Division:

FIRST YEAR—Review of fundamental technic. Advanced studies for agility, establishing of normal tone throughout the entire range of voice;

further studies in technique, scales and arpeggios, staccatos, and trills; songs by Schubert, Schuman, Robinstein, and modern writers; simple arias from Italian, French and German Operas; airs from the oratorios.

The foregoing courses of study, including courses 11a, 11b, 51a, 51b and 81 from the department of practical music, and one year of piano are the requirements for a **TEACHERS CERTIFICATE**.

SECOND AND THIRD YEARS—Continuation of the above, etudes by Bordogni; vocalises by Panofka, Marchesi, Sieber, Lutgen; arias by old Italian masters, Mozart, Weber, and from oratorios; songs by Grieg, Brahms, Strauses, and many others. If the pupil has followed the above studies, we have a resume of previous work—bravura, singing great arias from the classic operas and oratorios; selected songs.

The three yers of voice as listed above, including courses 11a, 11b, 51a, 51b, 81, 101 and 102 from the department of practical music, and one year of piano are the requirements for a **DIPLOMA**.

Prerequisite: Preparatory Division.

Credit: 1¼ hours, or 1-6 unit for 36 lessons in voice.

Preparatory Division:

The voice as an instrument. Establishing of the natural tone. Removal of faulty habits of speech. Correct setablishing of four cardinal principles of voice culture.

(a) Free throat proper position of tongue, action of soft palate, of jaws and lips.

(b) Breath control.

(c) Shaping vowels.

(d) Placing of tones, study of intervals, easy exercises, study of scales—major, minor, chromatic. Exercises for flexibility of vocal chords.

Spicker's Masterpieces of Vocalization; Exercises Elementares Gradus by Mme. Marchesi; Vocalises by Vaccai, Lablache, Delle Sedie, etc.; selected songs by English, tItalian, French and German composers.

Credit: 1¼ hours, or 1-6 unit for 36 lessons in voice.

PIPE ORGAN

Students desiring to take up this instrument must have had at least three full years of piano instruction. The studies for the instrument are those used by the best approved masters and teachers. Students desiring more detailed information should write to or call upon the Director of the Conservatory of Music.

Credit: 1¼ hours, or 1-6 unit for 36 lessons in organ.

BRASS AND WOOD-WIND INSTRUMENTS.

The technical requirements, methods, and courses followed are those used by the best approved masters and teachers of those instruments.

Students desiring more detailed information should write to or call upon the Director of the Conservatory of Music.

Credit: $1\frac{1}{4}$ hours, or 1-6 unit for 36 lessons in brass or wood-wind instruments.

NOTE: In addition to or including the required courses in the department of applied music, the candidate for a teachers certificate or diploma must be a high school graduate.

SCHEDULE OF FEES.

Collegiate Division—Including all student activity privileges.

Piano, Voice, Violin or Organ:

Two lessons per week per term (10 weeks)\$25.00

Band and Orchestral Instruments other than Violin:

Two lessons per week (10 weeks)\$20.00

Preparatory Division:

Piano, Voice or Violin:

Two lessons per week per term (10 weeks)\$20.00

Band and Orchestral Instruments other than Violin:

Two lessons per week per term (10 weeks)\$17.00

Children's Division:

Piano or Violin:

Two lessons per week per term (10 weeks)\$15.00

Violin (three in class):

Two lessons per week per term (10 weeks)\$10.00

Lessons taking from Student Assistants:

Two lessons per week per term (10 weeks)\$10.00

Normal Piano Methods in Class:

One hour lesson per week per term (10 weeks)\$ 5.00

Piano Rental:

One hour per day per term (10 weeks)\$ 3.00

No reduction is made for temporary absence from lessons, or for lessons discontinued, except in case of protracted illness, previous notice having been given to the teacher. The lessons will be made up at the rate of three per week during any regular enrollment.

Pupils taking one lesson per week will be charged sixty per cent of the regular fee listed above.

GENERAL REGULATIONS

DATES OF REGISTRATION.

The prospective student is urged to note in the college calander the dates set apart for registration. On these days the entire faculty devote their time and attention to the matter of registration for the coming term. This is the day when all students should enter, as classes take up their work the following day and instructors are busy with outlining the work of the term, making assignments, and giving general directions to their various classes. Students should not feel that the first two or three days are of no importance and drop in later. They lose one of the most important meetings of each class.

A committee of the faculty will have immediate charge of classification.

REGULATIONS CONCERNING STUDIES AND GRADES.

The committee on Admission, Certification and Graduation prescribe the following regulations:

1—Grades or marks in estimating the work of students are E, (excellent); S, (superior); M, (medium); I, (inferior); U, (unsatisfactory or failure); C, (conditioned); Del., (delayed); D. (dropped or removed).

In determining honors, certification, graduation, or permission to carry excess work, the mark of E carries 3 points; S, 2 points; and M, 1 point per hour of credit. At the discretion of the Committee, students whose record for the preceeding term of attendance shows 20 honor points may be permitted to undertake a program including excess work.

2—Under conditions approved by the Committee, credit may be awarded for activities not included in the student's regular program subject to the following regulations:

A—The activity offered must be definitely undertaken for credit and supervised by a department of the school.

B—No student shall receive credit for any activity not a part of his regular program unless he maintains the M standard in regular studies.

C—The amount of activity credit which may be earned during the school year shall not exceed five per cent of a normal study program.

3—To receive any certificate, diploma or degree, the student must make as many honor points in all subjects presented, whether required or elective, as there are credit hours presented.

4—At the close of the sixth week of each term every instructor is required to certify to the Dean of the Faculty the names of all students whose work is of inferior or failing quality.

5—It is not the policy of the faculty to recommend for certification

any person whose scholastic or professional record, general capacity (including physical ability) or character as revealed in social and moral relationships of school life, demonstrate unfitness for the work of teaching. Formal official notification not to recommend will be given by the faculty as soon as practicable after the student enters school. In lieu of diploma or certificate, the school will issue to the student a statement of academic work completed.

AMOUNT OF WORK.

The usual program carried by the college student will consist of ten semester hours of credit. Work in excess of this is secured in accordance with the regulations printed above. The student in the secondary division will have a program which will include four regular studies requiring preparation or the equivalent thereof. Students whose program consists largely of work in the departments of Commerce must take courses in English and other courses subject to the approval of the department and the President of the College.

In general for each meeting of a class or class assignment which carries a full semester hour of credit the student is expected to use three hours of time in preparation, recitation, practice or laboratory work or a combination of these.

WAR SERVICE CREDITS.

The college offers war service credit to individuals mentioned under War Service Scholarships, as follows:

For service for a period of twelve months, or more, 12 hours of college credit; six months or more, 9 hours credit; three months or more 6 hours credit. Correspondingly equivalent credits are available in units of high school work.

This is general elective credit and does not apply to required courses for certificates, diplomas or degrees.

AUDITORS AND SPECIAL STUDENTS.

In general, it is not the practice of the college to admit to its class rooms other than those who are doing regular work, except occasional visitors who are always welcome. Our regulations provide for special students carrying work regularly for which credit will be given, but who are not particularly concerned in meeting the requirements for certificates, diplomas or degrees. These students will enroll, pay the fees and make out their program largely from their own tastes and special interests. Regulations covering entrance and requirements for completing courses must be met, however, if the student later decides to become a candidate for any complete course.

The College will admit a limited number of persons to regular class attendance, who do not care to be held responsible for work as are students working for credit. Each application for this kind of registration will be

considered on its own merits and the College by no means obligates itself to admit all who may so desire. Auditors and special students will pay the same fees as other students and enjoy all privileges of the College except that of being held responsible for recitation and lesson assignments, and receiving credit for work.

BOARDING REGULATIONS.

Prospective students should write the Dean of Women, Mrs. A. R. Perrin, for information concerning boarding places. An approved list of rooming and boarding houses is kept on file in her office.

Young women will room in homes where only young women are kept. Likewise, young men will room in homes where only young men are kept. Students should be in their rooms after 10:30 p. m. Proper preparation of their lessons will not permit their being away from their studies very frequently up to that hour. The proper hour for callers to take their leave is 10:00 p. m. Students should not make it necessary to be reminded of this matter.

Young women must not receive gentlemen callers in their rooms. Homes keeping our young women students must provide a suitable place for them to receive their callers.

DIRECTIONS FOR NEW STUDENTS.

The receipt for the incidental fee should be secured at the office of the Treasurer, at the Farmers Trust Company on the northwest corner of the square. Students should next consult with the Committee on Classification. All students will be classified in the library on the second floor. After securing approval of a member of the committee to the red classification card properly filled out, as to subject, course numbers, credit points, instructors, hours and rooms, a course card should be filled out for each subject to be taken and after securing the signature of the instructors these course cards, present all cards and receipt to the Registrar or his representative in room 203, for complete registration. The Registrar will issue a locker key upon a deposit of twenty-five cents. The student is now completely enrolled and should go to the class rooms to secure directions for the first day's lessons, which will be posted upon the board or given by the instructor in person. This should be attended to as early as possible in the day set apart for the degistration, as all classes will recite promptly on the day following registration.

CLASSIFICATION—HOW TO ENROLL.

1. Pay the incidental fee of \$10 to the Treasurer of the College at the Farmers Trust Company, taking his receipt therefor.
2. Secure daily program and other directions at the College, preparatory to consulting the committees on classification.
3. Consult committees as follows: Students who are graduates of four-year high schools or the equivalent and special students eligible to carry

college rank work will be classified in the Library. Committee in charge: Dean G. H. Colbert, Miss Winn, Mr. Wilson, Mr. Loomis, Dr. Keller, and others as needed. Students who are of high school rank will be classified in the Library. Committee in charge: Mr. Hawkins, Mr. Cook, Miss Hopkins, Mr. Miller.

4. These advisers will direct you as to filling out course cards and classification cards.

5. Secure instructors' signature to course cards and approval of committee members to classification card.

6. Present all cards with receipt for incidental fee to the Registrar in Room 203, depositing 25c for locker key, which sum will be returned when key is returned at the end of the quarter.

7. Entrance and advanced credits should be filed with Dean G. H. Colbert, Chairman of Committee on Advanced Standing, Room 201.

8. Students are regularly permitted to carry 4-3 units of high school work or ten hours of college rank. Exceptions to this will be granted only on petition to the Committee on Excess Work.

CLASSIFICATION OF STUDENTS.

Secondary Rank.

All students who will have completed less than 10 hours of college work, by or before the close of any summer session will be ranked as belonging to high school group, preparing for entrance to college work. The division of this group will be as follows:

(a) **First year high school.** Those who have satisfied requirements for entrance to the high school on September 1st of any year and who will have completed not more than 5 and 1-3 units by or before the close of any summer session.

(b) **Second year high school.** Those who will have completed a minimum of 2 and 2-3 units by September 1st of any year and who will have completed not more than 7 and 1-3 units before the close of any summer session.

(c) **Third year high school.** Those who will have completed a minimum of 6 and 2-3 units by September 1st of any year and who will have completed not more than 13 and 1-3 units by or before the close of any summer session.

(d) **Fourth year high school.** Those who will have completed a minimum of 10 and 2-3 units by September 1st of any year and who will have completed 16 units by or before the close of any summer session.

College Rank.

Freshmen. Those who will have completed a minimum of 14 and 2-3

units of high school work by September 1st of any year or who offer the minimum entrance requirement of 15 units from approved high schools and who will have completed not more than 40 hours of college work by or before the close of any summer session. A student offering 13 units may be admitted to college classes conditionally.

Sophmores. Those who will have completed a minimum of 20 hours of college work by September 1st of any year and who will have completed not more than 70 hours of college work by or before the close of any summer session.

Juniors. Those who will have completed a minimum of 50 hours of college work by September 1st of any year and who will have completed not more than 100 hours by or before the close of any summer session.

Seniors. Those who will have completed a minimum of 80 hours of college work by September 1st of any year and who will have completed 120 hours of college work by or before the close of any year.

We have been accustomed to speak of all who expect to receive any diploma of the school by or before the close of any summer session as belonging to the senior class of the current year. With the organization of the college classes as above indicated, this use of the term "senior class" is misleading.

For the purpose of organizing and administration, all applicants for diplomas by or before the close of the summer session in any current year will be known as members of the "graduating class" which will be made up of candidates for the elementary life diploma and candidates for the advanced life diploma and degrees. This graduating class will consist of two divisions—those completing their course by or before the close of the spring quarter and those completing their course at the close of the summer quarter. The summer division enjoys and participates in all the activities and privileges of the Annual Commencement except the award of diplomas, their diplomas being awarded at the close of the summer quarter.

STUDENT ADVISORS.

As indicated on another page, each group of students has a faculty committee to assist them in making their program upon entrance and the beginning of successive terms of attendance. In addition to this service these advisors are available for counsel upon many other matters. Students may consult them freely about any phase of their work, either as individuals or as class groups. Similarly the Dean of Women may be consulted about individual problems. In addition to being available for advice and council concerning individual relationships, she lists approved rooming and boarding facilities, assists students in securing suitable living accommodations, and visits rooms regularly to aid the college in guaranteeing satisfactory accommodations at all times.

CORRESPONDENCE STUDY

THOSE WHO MAY PROFIT BY EXTENSION SERVICE.

- (a) Those preparing for a college career.
- (b) Those who wish to shorten that career.
- (c) Those who wish to improve their services without giving up their regular positions.
- (d) Those who hope for a better position.
- (e) Those who would specialize.
- (f) Those teachers who seek more advancement than they can get by attendance at regular summer terms.
- (g) Clubs or other literary organizations, teacher-groups, civic improvement groups, community organizations, etc., who may profit by intensive study, or by lectures, single or in series given by visiting members of the faculty.
- (h) Those who would make better homemakers may profit especially by extension lectures in Home Economics.
- (i) Farmers and rural teachers may profit by extension lectures and short courses in Vitalized Agriculture.

MERITS OF HOME STUDY

Correspondence methods of teaching have been so thoroughly tested and are so widely used today that no general dissertation on the subject is any longer necessary. It is important, however, that new and prospective students in this type of instruction should know its virtues and its limitations.

We do not undertake instruction in any considerable proportion of our courses away from library apparatus and school environment. The availability of these facilities has largely determined the content, arrangement and execution of our curriculum; yet there are certain courses which, for particular types of students, bring highly satisfactory results thru correspondence-study.

The determined and self-reliant student is peculiarly fitted to this work. Those who get their only stimulus from class and school surroundings are not advised to take it up. The earnest mind with the resourcefulness of initiative and perseverance can, on the other hand, achieve marvelous results in independent thinking, accuracy of information, ready and pertinent phraseology, while under the individual direction and correction of efficient instruction thru correspondence.

To attain these ends, however, some extra effort is required of the student. He will, for example, be expected to do somewhat more extensive reading than he would do in the same course in residence. One's powers of independent thought and judgment on subject matter as well as on plans of presenting the results on one's private study, will be especially drawn upon in correspondence work. Failure to complete a course, or an inferior quality of work, where sheer lack of will and other resources of self-initiative are plainly the cause, cannot give a student a desirable standing with our institution.

ADMISSION TO CORRESPONDENCE DEPARTMENT

(a) No examination is necessary but a statement of preparation for any particular course must be submitted by the applicant.

(b) Application blanks, which are supplied on request, must be completely filled out and returned. This should be accompanied by the fee of \$3.00 for each credit hour in the course, i. e, for a course of 3 semester hours the fee will be \$9.00. For one-third unit (high school), the fee will be \$7.50. Soldiers of the recent war presenting certificates of honorable discharge may take these courses without charge.

(c) If the application be rejected, and if a satisfactory substitute course cannot be suggested, the fee will be returned. But when an application is once accepted, the student's failure to complete the course will not entitle him to return of the fee.

CREDIT IN CORRESPONDENCE DEPARTMENT

(a) A record of all work done will be kept in our office.

(b) All correspondence courses satisfactorily completed will carry a credit equivalent to that of the same course done in residence.

(c) Not more than one-fifth (1-5 of the requirement for any certificate, diploma, or degree may be done by correspondence. No considerable portion of the latter part of any of these requirements may be done by correspondence. This matter must be determined in each case by special consultation.

(d) We will accept a maximum of ten semester hours of college work, or two and one-third units of high school work, during any one school year. Attempt to exceed this maximum by work elsewhere will be regarded as a violation of this rule.

REGULATIONS IN CORRESPONDENCE DEPARTMENT

(a) Students are advised to begin work as soon in the year as possible, though they may begin at any time except our vacation period, i. e., between August 1 and September 15 (about). Courses must be completed within one year after begun, except by special permission.

(b) No student in residence may do correspondence work, and no course in which a student failed in residence may be repeated by correspondence, except by special permission.

(c) At least eight lessons will be required for each semester hour of college credit. Each lesson will be so planned that it will require approximately five hours, or three hundred minutes for its preparation. For high school work at least twenty lessons will be required for each one-third unit, each lesson demanding about five hours' preparation.

(d) The instructor will aim to keep advance assignment in the student's hands.

(e) The student would submit work regularly, preferably about one lesson per week.

(f) We recommend that one course be completed before undertaking another.

(g) The student at some time during the course, usually at its close will be expected to take a written test, without access to texts, covering at least its fundamentals. The test must be taken at the College whenever feasible, otherwise under the supervision of some approved, convenient teacher or school official who will receive the questions and return the answers. No pay is allowed for this supervision.

(h) A list of special directions will be furnished with the first lesson. This should be preserved and rigidly followed.

FEES

A fee of \$3.00 per credit hour will be charged per student for each course, i. e., for a course of $2\frac{1}{2}$ semester hours the fee will be \$7.50. For one-third unit (high school) the fee will be \$7.50. Soldiers of the recent war presenting certificates of honorable discharge may take these courses without charge.

COURSES OFFERED IN CORRESPONDENCE

(Those courses numbered with Roman numerals, e. g., History IVa, are of High School rank).

MUSIC—Course 101.

LATIN—Courses 13a, 14a, and 103 a and b.

GEOGRAPHY—Courses IVc and 51.

ENGLISH—Courses IVa and b, 61 a and b, 62a and b, 104, and 105.

BIOLOGY—Courses 11 and 103.

AGRICULTURE—Courses IIa, IIb, IIIc, 61, 101, and 102.

EDUCATION—Courses IIIc, IVb, 11, 12, 13, 14, 16, 54, 71, 72, 73, 82.

HISTORY—Courses IIa, IIb, IVa, IVb, IVc, 11a, 12a, 12b, and 12c.

MATHEMATICS—Courses Ic, IIb, IIIb, 11, 12, 61a.

SHORTHAND—Course 71b, (Prerequisite 71a).

Additional information as to correspondence will be found in a special bulletin which will be sent upon request.

EXTENSION SERVICE

CENTERS

Where a group of persons wish to have an extension center formed, the school will send an instructor to conduct the work. Four trips are made for each credit hour, i. e., ten trips for a 2½ hour credit subject.

Most of the courses in the college (see Course of Study) can be given by extension. Many students have shortened their residence requirements and improved their work while in service. Professional growth is today widely recognized in the readjustment of salary schedules.

SLIDES AND FILMS

Various instructors of the College are prepared to give illustrated lectures in their special fields of interest. A number of lectures of interest and profit in Science, Art, and History can be given and the college can render a kind of service which is becoming more and more valuable.

VITALIZED AGRICULTURE.

Because of a strong and growing demand throughout the country for this new method of instruction the College has prepared itself to meet this demand not only in the organization of strong courses for students in attendance but will conduct extension classes where the work is desired and the groups are sufficiently large.

Short courses for preparing teachers in Vitalized Agriculture will be held at various centers in the district where the demand will justify it. Single lectures upon this subject will be given on request.

PROGRAMS AND DEBATES

Some debating material and collections for school programs, fairs and special days can be furnished. These with any suggestions or plans which we may offer are available whenever applied for.

LIBRARY FACILITIES

Reference books for extension courses will be mailed to students when possible. These books are subject to recall when needed in the college. Text books for courses may be purchased thru the College Store.

NEW EMPHASIS

An examination of the catalogs of large state institutions and endowed colleges will show an increased emphasis upon extension work.

Your institution wishes to serve you in all ways possible. When you cannot come to us, let us come to you.

FEES

A fee of \$12.50 will be charged each person for a 2½ credit subject taken in an extension class. Where a double course or two 2½ hour

credit subjects are taken on the same trip of the instructor the fee will be \$20 per student. In no case will a course be organized for less than ten students. Where members of an extension class desire a double course the instructor may organize the second class on the same trip with less than ten students. The above amount includes the fee and expenses of the instructor.

Single lectures, short courses, class addresses and all other forms of within the college district. Whenever the expenses of those rendering extension service for which no credit is given by the college will be free the service can be paid by local parties it should be done.

COURSES OFFERED

Most of the courses offered in residence can be given by extension, however those requiring laboratory and library work cannot be given where ample equipment is not accessible. Some departments lack sufficient teaching force to make all courses available by extension. Classes are advised to select the course desired and write us.

For additional information address North West Missouri State Teachers College, or Bert W. Cooper, Director of Extension Service, Maryville, Missouri.

CONFERENCE AGREEMENT OF MISSOURI EDUCATIONAL INSTITUTIONS

Proceedings of Conference of Presidents of State Educational Institutions and State Superintendent of Public Schools, Jefferson City, Missouri, June 14 and 15, 1917.

I. CONDITIONS UNDER WHICH COLLEGE WORK SHOULD BE DONE.

In all regulations appertaining to college and secondary work we shall conform as nearly as possible to the regulations of the North Central Association of Colleges and Secondary Schools.

II. ADMISSION TO CLASSES OF COLLEGE RANK.

All entrance certificates shall be filed with the credentials committee on or before the opening of the semester or term, excepting that in special cases the credentials committee may for adequate reasons grant an extension of time for the filing of entrance certificates. (Students beginning secondary work shall file official evidence that they have completed the work of the elementary school, except persons holding teachers' certificates).

A. Completion of a four-year course, with at least 15 units of credit in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school, shall be required for entrance.

1. All parties to the agreement should adopt a uniform requirement of fifteen secondary units for admission to college work.

B. Students over twenty-one years of age, who are able to demonstrate their fitness to do college work may be admitted to college classes as special students, but they can not be candidates for graduation until they have met the requirements for admission as regular students.

C. A student can not be admitted to classes of college rank who is conditioned in more than two entrance units. All entrance conditions must be removed within one year of the date of admission. (Nine months of attendance may be considered a year.)

D. A unit is defined as a subject pursued five periods a week for a least 36 weeks, a period being 40 minutes in the clear, four units constituting a standard year's work. Excess of recitation time may accrue to the benefit of the student when sufficient limitation is placed upon the number of recitations which students may carry per week.

L. The Credentials Committee should have final authority in all cases of evaluation credentials and classifying students as college, secondary or special students.

III. DEFINITION OF COLLEGE WORK.

A. College work shall be defined as work taken by students who have met the minimum requirements for admission, in classes containing only those students who have complied with these requirements.

B. In schools where excess and diminished credit is allowed students shall not be permitted to carry for credit more than thirty-two semester hours per year, nor shall any student receive more than thirty-seven and one-half hours credit per year. In schools where excess and diminished credit is not permitted students shall not be allowed to carry for credit more than thirty semester hours per year, except that, at the discretion of a committee on excess credit, students ranking among the upper 30 per cent, of the student body in scholarship may be permitted to carry $33\frac{3}{4}$ hours per year and students ranking among the upper 15 per cent of the student body in scholarship may be permitted to carry $37\frac{1}{2}$ semester hours per year.

1. When students transfer credits from one institution to another, excess and diminished credit should be reported by institutions allowing it and should be accepted by all institutions of the Conference.

C. Amount of Teaching. The maximum amount of teaching which may be done by instructors in college classes shall not exceed 18 hours per week or its equivalent in time. Two laboratory periods shall be counted as the equivalent of one recitation period.

D. Preparation of teachers. The minimum preparation of teachers of college classes shall be the equivalent of that represented by the master's degree from a standard university or college, with special preparation in the subjects taught.

This requirement shall not be retroactiv.

E. Late Entrance. The total credit for students who enter late shall not exceed one semester hour for each week of attendance. This rule need not be applied to students who for adequate reasons enter not more than one week late.

CONFERENCE AGREEMENT

F. Credit for correspondence work.

1. At least eight lessons should be required for each semester hour of credit. A lesson should be planned so that it will require approximately five hours (of sixty minutes each) for its preparation.

2. A maximum of ten semester hours or two high school units may be completed in any school year.

3. No college credit shall be given for correspondence work in reading circle books.

4. A uniform fee should be charged,—not less than three dollars per semester hour is recommended.

5. Copies of all lessons should be kept on file.

G. Credit for extension courses.

1. Not fewer than four lecture or teaching visits by regular members of the faculty for each semester hour of credit.

2. Students should be required to do enough written work in addition to bring the standard of extension work up to that of correspondence courses mentioned above.

IV. RECORDS.

No entry should be made on the permanent record card by any person other than the registrar and by him only in the performance of his official duties.

A. Each student's permanent record shall be kept on a grade card showing at least the following facts.

1. Designating the credit accepted from other institutions, with the name of institution or institutions, and the date or dates on which the advanced standing was granted.

2. Name of courses for which student registers.

3. Catalog number. In all records, courses shall be designated as follows:

In secondary courses, the name of the subject, together with a Roman numeral indicating the year of secondary work shall be used.

In the freshman and sophomore college years, the name of the subject together with an Arabic numeral from 1 to 99 shall be used.

In the junior and senior college years the name of the subject together with an Arabic numeral from 100 to 199 shall be used.

ADVANCED STANDING

Where a course is divided into terms or semesters, the letters, a, b, and c, shall be affixed to the course number to indicate the first, second and third terms respectively; and the letters a and b shall be affixed to the course number to indicate the first and second semesters respectively.

4. Number of hours credit.

5. Term in which taken.

6. Grade.

7. Classification of student, as College or High School or Special Student.

8. Conditions specified in red ink.

B. Each student's daily program card or study card shall show at least the following facts:

1. Names of courses for which student registers.
2. Catalog numbers of these courses.
3. Number of hours' credit for which the student is registered in each course.
4. Term or semester in which the work is taken.

V. ADVANCED STANDING.

All advanced standing either secondary or college for work done in other institutions shall be recorded in the first term or semester during which the student is in attendance.

A. From standard institutions of high school and college rank.

1. Students entering from classified high schools shall be given credit according to the rating given by the State Superintendent.

2. Advanced standing may be given on certificate for work completed in accredited standard junior colleges.

B. From other institutions.

1. Secondary Credit:

(a) For work completed in an unclassified secondary school, credit may be given to the amount indicated by the State Superintendent's rating for this school.

Students claiming more credit for work done in either classified or unclassified secondary schools than is recommended by the State Superintendent's rating shall be given this credit by examination only.

(b) In no case shall entrance examinations be given for more than four units for each year spent in school.

(c) The entrance examinations shall be given by a committee of the faculty.

(d) The questions shall be set and the papers graded by the department in which the applicant seeks credit.

(e) Entrance examinations shall be held not later than the first week of each term.

(f) The time of the examination in each subject shall be stated in the catalog.

(g) The examination questions and papers shall be deposited with the chairman of the examining committee and kept on file for at least one year. The examiner's reports and all certificates and documents pertain-

ing to the entrance and advanced standing of each student shall be kept in a permanent file.

(h) No credit by examination shall be given after a student has completed one year of work in the school, nor after an advanced course in the subject has been completed.

(1) Students shall not be admitted to examination for advanced secondary standing unless they produce evidence showing that they have made systematic preparation in the work for which this advanced standing is claimed.

(g) Where college credit is substituted to make up a deficiency in secondary credits, five hours of college credit shall be counted the equivalent of one unit of secondary credit.

2. College Credit.

Credit from institutions other than those mentioned in V. A. shall be given only on the basis of examinations. The method of giving the examinations shall be that designated in V. B.

C. No advanced standing of college rank shall be given for post graduate work in a high school unless such high school is properly equipt and definitely organized to do work of college rank, and restricted entirely to students who have completed a four year secondary course under teachers having the qualifications set forth for teachers of college subjects.

D. No credit shall be given for teaching experience gained as a teacher receiving a salary. If it seems probable that an experienced teacher cannot take with profit any required courses in observation or practice teaching, he should be excused from such courses and required to elect an equal amount of academic or professional work.

E. No advanced standing for college credit shall be given for grades on state or county certificates when such grades have been secured by examination.

3. Credit for Military Service.

January 8, 1920, the Conference of Missouri State Educational Institutions, at its meeting held at Jefferson City, adopted the following plan for credit for military service.

(a) That a maximum of 12 hours' credit be granted for service in the military forces of the U. S. A., this credit to be apportioned approximately as follows: service for 12 months or more, 12 hours; 6 months, 9 hours; 3 months, 6 hours.

(b) That any student who, in addition to Military Service, has completed courses in any reputable educational institution, including specialized military schools, upon the presentation of proper certificate or other satisfactory evidence, may be given credit therefore, provided that such work is regularly accepted toward the degree for which he is a candidate.

(c) That no credit other than that provided for above be granted for any form of war activities.

Notes:

1. This plan is followed by all state educational institutions and is based on a careful investigation of what is being done in other standard educational institutions of the United States.

2. The plan provides that credit for military service be not compounded. That is to say, that time spent in educational institutions or military schools and for which extra credit is allowed shall be subtracted from the total time spent in military service.

VI. VISITING COMMITTEE.

A. A committee of three shall be selected to visit each of the state educational institutions, and report to the conference at such times as the conference may designate, the workings of each of such institutions with reference to each of the foregoing propositions.

1. Composition. The committee shall be composed of one representative from the University, one from the State Teachers Colleges and one from the State Department of Education.

2. Selection. The representative from the State Department of Education shall be appointed by the State Superintendent of Schools and shall be chairman of the committee. The representative from the University shall be chosen by the faculty and president of the University. The representative from the State Teachers Colleges shall be chosen by the presidents and faculties of the State Teachers Colleges in rotation, beginning with the Northwest Missouri State Teachers College.

3. Tenure. The members of this committee shall serve for a period of one year, beginning July 1.

B. The work of unclassified colleges and schools shall be accepted as determined by the University of Missouri or the State Superintendent of Schools.

VII. THE PROFESSIONAL DEGREE.

The professional degree for the completion of the 120 semester hours course given in the State Teachers Colleges and the School of Education of the University of Missouri should be the degree of Bachelor of Science in Education.

VII. TIME OF RESIDENCE.

No elementary certificate shall be granted by any of the institutions represented in this conference, with less than two terms in residence and no diploma shall be granted on less than three terms in residence.

IX. REQUIREMENTS FOR LIFE DIPLOMA.

It is the sense of this Conference that at the time the law goes into effect requiring graduation from a four year high school course preliminary

to a first grade county certificate, the elementary certificate of the State Teachers Colleges should be based upon 60 semester hours of credit, and that the life diploma should be based upon 120 semester hours of credit.

X. ACCEPTANCE OF CREDITS.

When this conference finds that the conditions named in this report have been fully met, college work done in any of the institutions shall be accepted hour for hour in the other institutions, and graduates of the 120 hour course shall be admitted to the graduate school of the University of Missouri.

XI. PRESENT CONDITIONS FOR ACCEPTING COLLEGE WORK FROM OTHER INSTITUTIONS.

A. College work done in any of the institutions of the Conference agreement by students who have regularly enrolled for the first time since

PUBLICATION OF ARTICLES OF AGREEMENT

September 1, 1916, shall be accepted by the other institutions hour for hour and such students finishing the 120 hour course shall be admitted to the graduate school of the University of Missouri.

B. College work done by students regularly enrolled before September 1, 1916, and in attendance not less than one term, since September 1, 1916, shall be accepted on the same basis as the above, provided satisfactory evidence is produced showing the entrance requirements have been met, and provided further the college credit granted in any year does not exceed the maximum amount provided for in the conference agreement.

C. College work done by students enrolled before September 1, 1916, and not in attendance one term since September 1, 1916, shall be accepted in accordance with the provisions under (B), with the understanding that each case will be dealt with according to its particular merit and that each school accepting such credit, shall be the judge of the amount of credit granted.

XII. PUBLICATION OF ARTICLES OF AGREEMENT.

The Articles of Agreement should be published in the catalog of all institutions that are parties to the agreement.

COURSE REQUIREMENTS

I—ENTRANCE REQUIREMENT COURSE. (Secondary)

English—Courses Ia, Ib, Ic, IIa, IIb, IIc, IIIa, IIIb, IIIc, IVa, IVb, and IVc	4 units
Mathematics—Courses Ia, Ib, Ic, IIa, IIb, and IIIb	2 1-3 units
History—Courses Ia, Ib, Ic, IIa, IIb, IVa, IVb, and IVc	2 2-3 units
Agriculture—Three courses selected from Courses IIa, IIb, IIc, or IIId	1 unit
Science—Biology—Courses Ia, Ib, and Ic or Physical Geography—Courses IVa, IVb and IVc or Physics—Courses IVa, IVb, IVc	1 unit
Elective	5 units
Total	16 units

Electives may be chosen from additional courses numbered with Roman numerals (see statement of courses of secondary rank under ((Courses of Instruction')). The above course is designed primarily for mature teachers and others who did not have the advantage of a high school course and for those who do not have adequate facilities in their local community. Fifteen units is the minimum required for entrance to college classes. A diploma certifying high school graduation is awarded upon the completion of sixteen units as indicated above.

II—CURRICULUM LEADING TO TEACHER-TRAINING CERTIFICATE

1 Purpose. This curriculum affords to students who have not completed college-entrance requirement a minimum preparation for teaching in rural schools. Upon evidence that this curriculum has been satisfactorily completed, the State Department of Education will issue a certificate valid for two years in any county of the state. After thirty-two weeks of successful experience and one term's successful work in a Missouri State Teachers College, in the University of Missouri, or in any other standard college or university, any person holding a teacher-training certificate issued under the provisions of the law shall receive a first-grade county certificate. The teacher-training certificate is issued in place of the rural certificate which is no longer offered in connection with work done in the State Teachers College.

11 This curriculum is organized especially to meet the needs of mature teachers who have not yet completed all high school work, and of graduates of approved high schools of the second and third class. Students who have completed two years of work in a classified high school should be able to complete the work required for the teacher-training certificate in two years. Those who have completed three years of such work should be able to complete the work required for the teacher-training certificate in one year.

111 Admission. Any student eligible to enter an approved high school may enter the first year of this curriculum. Any other student may enter the first year by passing a satisfactory examination. Work completed in unclassified high schools or by private study will be credited only after passing examination in each subject for which credit is desired. Application for examination must be filed with the Chairman of the Committee on Entrance not later than Thursday of the opening week in each term. Full credit for the teacher-training certificate must do at least one year of work in residence.

IV Candidates for the teacher-training certificate must complete a minimum of sixteen high school units and comply with the requirements set forth in the Syllabus for Teacher-Training High Schools issued by the State Department of Education. Students who receive the teacher-training certificate are entitled to the high school diploma.

Teachers Training Certificate Course

English—(one third unit being Juvenile Literature)	1 1-3 units
Agriculture, including Vitalized Agriculture,	1 1-3 units
Science—Botany, Biology, General Science, Physical Geography one-third being Physiology, Personal Hygiene and Home Nursing	1 1-3 units
History—One being American History, one-third civics, with special emphasis on community civics	2 units
Sociology—Emphasis on Rural Sociology	1-3 unit
Special Subjects—Music, Fine Arts, Penmanship, Manual Arts, Household Arts and Physical Training	1 unit
Education—Course 1—IIIa, IIIb IIIc,	1 unit
Course 2—Psychology IVa, School Management IVb IVc	1 unit
Course 3—General Principles IVa, Rural School Method, Observation and Practice Teaching IVb, IVc	1 unit
Electives	4 unit
Education courses in Teacher-Training may not be elected until eight units of high school work have been completed.	

Course 1 should be elected in the Junior year of the high school, but may be taken along with Courses 2 and 3 in the Senior year.

I—Education (IIIa, IIIb, IIIc, IIId,).....(1 unit)

IIIa—Reading—There are two objects to be realized in this course. The first is that students should become better readers, both silently and aloud. Second, that students become better acquainted with the literature that is taught in the rural schools, and indirectly they should get a clear idea as to how this literature can best be presented to intermediate and advanced classes. (1-3 unit)

IIIb—Arithmetic—This is a method review course. The manner of presenting the solution of a problem as well as the solution itself is given some attention. (1-3 unit)

IIIc—Language—Composition and Grammar—In this course attention is directed to the close relation existing between the work in reading, story-telling, spelling and writing and the work in language, composition and grammar. (1-3 unit)

IIId—Geography—This is a review course. (1-3 unit).

II—Education (IVa, IVb, IVc,) (1 unit).

IVa—Elementary Psychology—This course is especially adapted for the Rural school and covers the fundamentals of Psychology without going into the technique of the subject. (1-3 unit)

IVb—Rural School Management and Administration—A study of the organization, conduct and management of a rural school, including a study of the rural schools of Missouri. (1-3 unit)

IVc—Continuation of IVb. (1-3 unit)

III—Education (IVa, IVb, IVs,) (1 unit)

IVd—General Principles of Teaching—This course deals with the teaching process thru general principles and their application to method in the special subjects and observation. The work is closely correlated with Course II. (1-3 unit)

IVe—Rural School Method—Method, observation and practice of teaching the rural school subjects. (1-3 unit)

IVf—Rural School Method—Continuation of IVe, (1-3 unit).
unit)

Physiology, Personal Hygiene and Home Nursing—
The aim of this course is to review the laws and principles of health to such an extent that students who are to become teachers can not only safe guard their own health, but also the children whom they are to teach. (1-3 unit)

III—ELEMENTARY CERTIFICATE COURSE—(COLLEGE)

The course leads to the award of a certificate valid for teaching in elementary schools for a period of two years. Minimum residence of two quarters is required.

Psychology 11.....	2.5 hours
Technique of Teaching 22.....	2.5 hours
Methods 20 or 21.....	2.5 hours
English Composition 11.....	2.5 hours
Juvenile Literature 16.....	2.5 hours
Electives, two from the following: Music 11, Art 11, Physical Education 12, Commerce 11.....	2.5 hours
General Electives.....	15.0 hours
Total	30.0 hours

Electives must be approved by the class advisers.

IV.—ELEMENTARY LIFE DIPLOMA COURSE

Psychology 11	2.5 hours
Technique 22	2.5 hours
Methods 20 or 21.....	2.5 hours
Educational Psychology 54	2.5 hours
Principles of Teaching 55.....	2.5 hours
School Economy 51	2.5 hours
History of Education 81.....	2.5 hours
English Composition 11	2.5 hours
Juvenile Literature 16	2.5 hours
Reading and Public Speaking 61.....	2.5 hours
Music 11	1.25 hours
Art 11	1.25 hours
Physical Education 11	1.25 hours
Commerce 11	1.25 hours
General Electives	30.00 hours
Total.....	60.00 hours

Residence work of three quarters is required.

Electives to be approved by Class Adviser and by the Department in which the student is taking his major work.

V.—DEGREE COURSE A—(COLLEGE).

Bachelor of Science in Education (B. S. in Ed.) (Life Diploma)

One hundred twenty semester hour course for high school graduates. Candidates must have completed minimum hours in subjects as follows:

Psychology and Education—Courses 11, 22, 20 or 21, 51, 54, 55, 81 and electives	25 semester hours
English Composition—5 hours and electives.....	7½ semester hours
Social Sciences—(History, Government, Political Science, Sociology)—Required—History, Course Course 13; Sociology, Course 15; Electives, 5 hours	10 semester hours

Foreign Language 10 semester hours

(If the student offers two units of foreign language in entrance requirements, five hours of any college rank foreign language in advance of a first course will satisfy this requirement.)

Physical Science—(Physics, Chemistry or Geography)....7½ semester hours
 Mathematics—Courses 12 and 61a or 61b..... 5 semester hours
 Biological Science 5 semester hours
 Public Health—Course 142½ semester hours
 Music—Course 812½ semester hours
 Fine Arts—Course 1712½ semester hours
 Electives42½ semester hours

Total.....120 semester hours

During the first three quarters of attendance each student should have Physical Education 11a and 11b.

In addition to or including the above required courses, the student should present a major of 24 semester hours in one field of subject matter, unless the requirement for specialization in this field demands a greater number. The student should also present either an additional major in a related field or two minors of 15 semester hours each in fields closely related to the major subject. The courses presented by the student for a major or minor should include at least one-half the number of credits required, chosen from courses numbered above 100. During their junior and senior years students must not take courses of freshman rank except under necessity and the approval of the committee on graduation.

Students should confer with instructors in each of the departments, as well as their class adviser for direction as to which courses are best suited to their ultimate purpose. This course gives opportunity for specialization in phases of elementary education, for administrative leadership and for teaching in the approved high schools of the state. The diploma issued upon completion of this course has the force of authority to teach in the public schools of the state during the life of the holder.

Students specializing in Home Economics or those who are preparing to teach Agriculture should take Chemistry during the freshman college year. If not previously determined, the student should, during the sophomore year, determine upon major and minor subjects and submit these to the committee on graduation for approval.

SPECIALIZATION GROUPS

Group I—Students may plan their degree courses with the view of becoming teachers of either English, History, Mathematics or Foreign Languages. It is possible and frequently desirable that students preparing to teach in high schools should select a program which will enable them to teach more than one subject in the high school curriculum.

Group II—SCIENCE—Two leading combinations may be made, Physics, Chemistry, including Physiography and Geography, and Agriculture-Biology, which will include Physiology and Hygiene. A desirable accompaniment will be found in either Mathematics, Manual Training or Physical Education. Other departments may be chosen. Trigonometry should be taken prior to a study of Physics and Chemistry prior to advanced studies in Agriculture.

Group III—HOME ECONOMICS—Students expecting to specialize in this field should take Chemistry in the Freshman year, if it is not offered as an entrance requirement. In addition to the fixed requirements for all students there should be presented Food studies 15 semester hours; Home Nursing $2\frac{1}{2}$ hours; Home Management $2\frac{1}{2}$ hours; Sewing and Textiles $7\frac{1}{2}$ hours; and additional work in the Theory and Practice of Teaching Home Economics. Accompanying the above the following allied subjects are suggested: Applied Chemistry, Bacteriology; and courses in the department of Fine Arts, including Art Structure, Applied Design, Costume Design and Household Furnishing and Decoration.

Group IV—MANUAL TRAINING AND PHYSICAL EDUCATION—We have many calls for teachers with this combination. In addition to the fixed requirements the student should offer a satisfactory amount of the various phases of Manual Training, sufficient to make up a major subject with Physical Education as one of the two minors. By combining courses in Public Health and Hygiene with courses in Physical Education a major in Physical Education may be presented.

Group V—Students may prepare for supervisorship in music by offering in addition to the fixed requirements courses in Public School Music, History of Music, Harmony; also Piano and Voice sufficient to give at least $7\frac{1}{2}$ semester hours of college rank work in each.

Group VI—FINE ARTS—In addition to the fixed requirements students may prepare for supervisorship in Fine Arts by presenting credits selected from courses in Public School Methods in Art, Art Structure, Drawing, Painting and Composition, Theory and Practice of Teaching Art, Costume Design, Interior Household Furnishing and Decoration, Blackboard Drawing, Mechanical Drawing, Applied Design and Book-binding and Commerical Art. The students should be advised at all times by the instructor as well as their class adviser and should give concern to the sequence of rank of subjects.

Suggested minors with Fine Arts are History, Home Economics, Manual Arts and Music.

Group VII—COMMERCIAL SUBJECTS—In addition to the fixed requirements credits in the following courses in Commerce and Business Administration should be included: Stenography, Public School Penmanship, Accounting, Salesmanship, Business Law, Economics and Business Finance.

Group VIII—Students making a definite preparation for teaching and supervision in rural schools will select Special Methods and should add to the above requirements Sociology, courses 14 and 91; English, courses 16; Music, courses 11a and 11b; Fine Arts, courses 11a and 11b; Commerce, courses 11a and 11b; Physical Education, courses 12a and 12b; Geography, courses 81 and as many additional courses selected from the departments of Agriculture, Physics, Chemistry, Home Economics, Manual Training, Geography and Commerce as the number of electives and requirements for majors and minors will permit. The courses selected should be chosen on the basis of their particular relation and application to the work of the rural school.

Group IX—Teachers in the elementary grades of town and city school systems will select Education, courses in methods according to the grade which represents their dominant interest and in addition should take the courses specially mentioned under Group VIII. The remaining work will be selected from the various departments governed by interest and direct values to give a broader vision and equipment.
for the work in the field for which they are preparing.

Group X.—Students preparing for teaching in the high schools will take Education, courses 101a and 101b instead of other courses in special methods. The remainder of their electives should include Sociology, courses 11 and 91 and other courses selected in light of special interest and values as related to their special field and as governed by their choice of major and minor subjects.

VI.—DEGREE COURSE B—(COLLEGE)

Bachelor of Art (B. A.)

One hundred twenty semester hours course for high school graduates. Candidates must have completed minimum hours in subjects as follows:

English—Composition 5 hours and electives.....10 semester hours
Foreign Language10 semester hours

(If the student offers two units of foreign language in entrance requirements, five hours of any college rank foreign language in advance of a first course will satisfy this requirement.)

Social Sciences—(History, Government, Political Science, Sociology)—Required, History, Course 13; Sociology, Courses 11 and 15;
Electives, 5 hours12½ semester hours
Physical Science—(Physics, Chemistry or Geography).....7½ semester hours
Mathematics—Courses 12 and 61a or 61b..... 5 semester hours
Public Health—Course 142½ semester hours

Music—Course 81	2½ semester hours
Fine Arts—Course 171	2½ semester hours
Electives	62½ semester hours
Total	120 semester hours

The requirements as to Physical Education found under course VI will apply as requirements to this course.

In addition to or including the above courses, the student should present a major of 24 semester hours in one field of subject matter, unless the requirement for specialization in this field demands a greater number. The student should also present either an additional major in a related field or two minors of 15 semester hours each in fields closely related to the major subject. The courses presented by the student for a major or minor should include at least one-half the number of credits required, chosen from courses numbered above 100. During their junior and senior years students must not take courses of freshman rank except under necessity and by the approval of the committee on graduation. If not previously determined, the student should during his sophomore year, determine upon major and minor subjects and submit these to the committee on graduation for approval.

The requirements for the above course may be made up from the following departments and courses: Agriculture, all courses; Biology except courses 151; Chemistry; Commerce and Business Administration, courses 81, 82, 101, 111, 152, 154; Dramatics; Psychology and Education, courses 11, 54, 55, 81, 160, 161a, 161b, 161c, 171; English, except courses 111; Fine Arts, courses 71, 81, 101, 161, 181; French; Geography; History and Government; Home Economics, courses 21, 61, 71a, 71b, 155, 160; Public Health and Hygiene; Latin; Library Economy; Mathematics; Manual Arts, chosen upon the advice of the committee; Music courses 81, 51a, 51b, 101, 102, Electives under advice of Director of Music; Applied Music not to exceed 7½ hours in each of two Major Branches; Reading and Public Speaking; Sociology, courses 11, 15 and 19; Spanish.

COURSES OF INSTRUCTION.

Following is a brief statement of courses offered by the College in its various departments with revised numbering and the amount of credit.

Courses of secondary rank are indicated by Roman numerals. First year studies by I; secondary by II, etc.

College studies offered primarily for students of Freshman rank are numbered from 11 to 49 inclusive; primarily for students of Sophomore rank, from 51 to 99 inclusive; primarily for students of Junior rank, 101 to 149 inclusive; primarily for students of Senior rank, 151 to 199 inclusive.

All courses meet four times per week. Assignments in courses requiring outside preparation should not demand more than an average of two hours for preparation per day. In general each meeting of class or class assignmet will require three hours of preparation, recitation, laboratory work or practice or combination of these.

The number of units or hours credit carried by each course is given in parenthesis following each statement.

VITALIZED AGRICULTURE

First Year: Growing Things.

11—Corn and Small Grains—A study of types, varieties, cultural methods, improvements, production, uses, marketing, judging, etc. In this course, as in all other courses in agriculture, extensive use is made of field and laboratory equipment.

21—Forage and Fiber Crops—Importance and distribution, botanical characters, cultural methods, uses, improvements, etc. Special emphasis placed on those commonly grown in the middle west.

34—Orchard, Garden and Ornamental Crops—A course in planning planting and management of orchard, garden and ornamental plots.

55a—Teaching Vitalized Agriculture—Growing Things, farm crops, gardens, canning, drying, preserving, etc. (Summer quarter 1921 and quadrennially thereafter). An intensive course in Vitalized Agriculture covering in brief the outline of the agricultural work in the first year of the regular four year vitalized agriculture curriculum. This course is designed especially for the summer students who cannot for any reason take the regular courses covering the full first year in Vitalized Agri-

ture, but who wish some preparation for teaching Growing Things as required by the State Course of Study for the following year.
Second Year: Making Things.

51—Farm Machinery—A study of the construction, care and uses of the more important farm tools and instruments. Gasoline engine and farm tractors are given special attention.

61—Farm Shop—Making and repairing equipment for farm, home and school; rope, wood and cement work; harness repair; tool grinding, etc.

71—Farm Buildings—Building materials, construction methods, location and arrangement of buildings, building plans, estimating costs

55b—Teaching Vitalized Agriculture—Making Things—Wood work, cement work, tools and machines, rope knots, and splices, sewing, etc. (Summer quarter 1922 and quadrennially thereafter). An intensive course in Vitalized Agriculture covering in brief the outline of the agriculture work in the second year of the regular four year Vitalized Agriculture curriculum. This is designed especially for the summer school students who cannot for any reason take the regular courses covering the full second year in Vitalized Agriculture but who wish some preparation for teaching Making Things as required by the State Course of study for the following school year.
Third Year: Living Things.

101—Animal Husbandry—Origin, development, breeds, types, and market classes, feeding and management of horses, cattle, swine and sheep. Stock judging is emphasized.

111—Feeds and Feeding—Plants, their composition and digestibility. Composition of animal bodies, digestion, metabolism, functions of protein, carbohydrates and fats, feeding standards, calculating rations, feeding stuffs, feeding farm animals.

121—Poultry Husbandry—Types, breeds, varieties, selection and judging, feeding, care and management of farm poultry.

105—Teaching Vitalized Agriculture—Live Things—Live stock, dairying, poultry, birds, insects, cooking, etc. (Summer quarter 1923, and quadrennially thereafter). An intensive course in Vitalized Agriculture covering in brief the outline of the agriculture work of the third year of the regular four year Vitalized Agriculture curriculum. This course is designed especially for the summer school student who cannot for any reason take the regular courses covering the full third year in Vitalized Agriculture, but who wishes some preparation for teaching Soils and Home as required by the State Course of Study for the following school year.

BIOLOGY

Ia—General Science—A study of the elementary essentials of science as applied to everyday life. Fall Quarter. (one-third unit)

Ib—Continuation of Ia. Winter Quarter. (one-third unit).

Ic—Continuation of Ib. Spring Quarter. (one third unit)

11—Nature Study—Designed to acquaint the teacher with a wealth of subject matter and method to be used in the rural and elementary school. Biological, hygienic, agricultural and human interest phases will predominate with a brief time given to elementary phases of physical science. (2½ hours)

12—Civic Biology—The living environment in relation to human interests. Biological problems, the solution of which requires cooperative effort. Conservation and control problems such as concern insects, birds, mammals, disease, parasites, fungi, poisonous plants, planting problems, improvement of plants and animals, environmental influences, economic interests and practical laws of life. Fall Quarter. (2½ hrs.)

13—Principles of Animal Biology—Deals with those underlying principles of the living organism that should be a part of the common intelligence. The living substance, the cell and its activities, general morphology, nutrition processes, growth, reproduction, nurture, behavior, relation to environment, associative life, past history, evolution, heredity and man's place in nature. Winter and summer quarter (2½ hrs.)

51—Invertebrate Zoology—A study of animal types;—Structures physiology, environmental relations and economic importance. (2½ hrs.)

52—Vertebrate Zoology—Continuation of course 51. (2½ hrs.)

53—Animal Biology—Continuation of course 13 or 52 with enlarged emphasis on some of the more important phases. (2½ hrs.)

61—Botany—General structure and physiology of the plant. (2½ hrs.)

62—Botany—Representative types of the plant kingdom, their structure, habitat, and economic importance. (2½ hrs.)

63—Botany—Identification of the local flora, plant ecology, and botany of the crop plants. (2½ hrs.)

71—Ornithology—Bird study;—field work, relation to man and general literature. One three hour field trip and one recitation per week. (1¼ hrs.)

101—General Bacteriology—Microorganisms in relation to farm, home, and industrial processes and to health conservation. Laboratory work in morphology, physiology, cultural processes and analysis of water, soil, milk, etc. Winter and summer quarter. (2½ hrs.)

102—Economic Entomology—Insects in their various aesthetic and economic relations to man. Coloration, adaptation, music and home making, economic value, disease carriers, pests of man and household, of animals, of crops and stored products. Study and practice of control methods. Fall and summer Quarters. (2½ hrs.)

108—Genetics—Principles of heredity and their application to the improvement of plants, animals and man. Spring quarter. (2½ hrs.)

121—Anatomy—A study of vertebrate anatomy accompanied by dissection of a mammal and application to human anatomy. Fall term. (2½ hrs.)

122—Physiology—A general survey of human physiology. (2½ hrs.)

151—Applied Bacteriology—Continuation of course 101 with special reference to agricultural, home economics, or medical phases. (2½ hrs.)

152—Embryology—A comparative study of how life begins, with special studies of the chick and mammal and application to human development. Spring term. 2½ hrs.)

153—Teaching of Biological Sciences—Personal conference, practical teaching, and instruction in laboratory methods and technique. Offered to qualified students (2½ hrs.)

NOTE—Courses whose quarter is not designated will be given when requested.

PHYSICS

IVa—Elementary Physics—The usual high school course. Two recitations and four hours laboratory per week. 1-3 unit. Fall.

IVb—Elementary Physics—Continuation of IVa. 1-3 unit. Winter.

61a—General College Physics... Mechanics. Mathematics 12 must precede or accompany this course. Three recitations and two hours of laboratory per week. 2½ hours. Fall.

61b—General College Physics. Wave Motion, Magnetism and Electricity 2½ hours. Winter.

61c—General College Physics. Heat and Light. 2½ hours. Spring

Note—Advanced courses in Physics will be offered when there is sufficient demand.

CHEMISTRY

11c—General Inorganic Chemistry—Continuation of 11b. Prerequisite—metallic and non-metallic elements. Two recitations and four hours laboratory per week. 2½ hrs. Fall.

11b—General Inorganic Chemistry—Continuation of 11a. Prerequisite course 11a. 2½ hrs. Winter.

c—General Inorganic Chemistry—Continuation of 11b. Prerequisite courses 11a and 11b. 2½ hrs. Spring.

71—Elementary Applied Chemistry—Considers such subjects as textile analysis, milk analysis, examination of baking powders, determination of food values, Chemistry of stains, etc. Six hours laboratory and one lecture per week. Prerequisite Courses 11a, 11b, and 11c. 2½ hrs.

141a—Qualitative Analysis—Covers the theory of analysis and reactions and tests used in the identification of metal ions. Analysis of group "unknowns". Six hours laboratory and one lecture per week. Prerequisites, Courses 11a, 11b and 11c. 2½ hrs. Fall.

141—Qualitative Analysis—Continuation of 141 a. Reactions and tests for acid ions. Systematic analysis of "unknown substances and mixtures. Prerequisite Course 141a. 2½ hrs. Winter.

151—Quantitative Analysis—An introductory course illustrating the methods of gravimetric and volumetric analysis. Eight hours laboratory per week. Prerequisites, Courses 141a, 141b. 2½ hrs.

171a—Organic Chemistry—A first course meeting the needs of Home Economics students and those wishing to study medicine. It should serve also as a good basis for advanced work in Organic Chemistry. The Aliphatic Series. Two lectures and two double laboratory periods per week. Prerequisites, Courses 11a, 11b, 11c and, preferably 141a, 141b. 2½ hrs.

171b—Organic Chemistry—A continuation of 171a. The Aromatic Series. Prerequisite, Courses 171a. 2½ hrs.

COMMERCIAL COURSES OFFERED IN THE DEPARTMENT OF BUSINESS ADMINISTRATION.

1. —Four-year (B. S.) Degree in Commerce.
2. —Two-year Teachers' Course in Commerce.
3. —Two-year Stenographic-Secretarial Course.
4. —Two-year Business-Accounting Course.
5. —Two-year Vocational Training Course.
6. —One-year Preparatory Business Course.
7. —One-year Salesmanship Course.
8. —One-year Agricultural-Business Course.

(WRITE FOR SPECIAL CATALOG OF THIS DEPARTMENT.)

Secondary Courses.

1a—Penmanship—An Introductory Course in the Palmer Method of Muscular Movement Writing. Special attention is given to Position, Relaxation, Pen Holding, Movement, and Speed, based on their relation to good penmanship. (1-6)

1b—Penmanship—Continued. Leading to a mastery of the fundamentals that make for a lasting style of good writing. (1-6).

Ic—Penmanship—Continued. Completion of the course and writing for the Student's Palmer Method Certificate. (1-6)

Ila—Typewriting—Designed to give the student a working knowledge of the typewriter and its mechanism. Course is based on the touch method, in mastering the keyboards. (1-6).

Iib—Typewriting—Continued. Special attention is given in class recitations on rhythm, technic, spacing, shifting, centering, and touch. Laying the foundation for Accuracy and Speed. (1-6)

Iic—Typewriting—Continued. Practice on Correspondence, Billing, Rough Drafts, Manuscripts, Specifications, etc. Speed Tests are held regularly, students working for Certificates in Speed and Accuracy. (1-6)

IIla—Bookkeeping—An Introductory Course in Double Entry Bookkeeping. Each student is employed as Bookkeeper for a certain period during which time he becomes acquainted with the various business papers in general, books used, methods employed, etc. Transactions are entered in the purchases, sales, cash book and journal, and posted to the ledger. A Trial Balance is then taken, which is the basis for making up the various Statements. Ledger Closing is also introduced. (1-3)

IIl—Bookkeeping—Partnership. As in the above set, the student becomes the bookkeeper for a business concern; learning the inner organization of the business, and how to handle their accounts. (1-3).

IIlc—Bookkeeping—Corporation. An advance set in Bookkeeping and Accounting, which leaves the student with a good working knowledge of how to keep books for various business concerns. This set includes a familiarity with Schedules in general. Analytical Statements, dealings with a bank, handling a branch store, and many other valuable accounting procedures. (1-3)

IIId—Bookkeeping—Cost Accounting. Designed for those who desire to take up Accounting and Auditing as a Profession. Lays the foundation for preparing for the state C. P. A. Certificate. (1-3)

IVa—Shorthand—A beginning course in Gregg Shorthand, giving special attention to the mastery of the principles of this System. The first 10 lessons are covered during the term, based on the regular Gregg Text. (1-3)

IVb—Shorthand—Continued. Completion of the Gregg Text, giving special attention to automatic application of the principles of the System. (1-3)

IVc—Shorthand—Continued. Dictation, Transcription of notes, and speed work are given special attention. Preparation for the O. G. A. Certificates, and handling Office Correspondence. (1-3)

V—Business English and Correspondence—A brief review of the es-

entials of Grammar, followed by a study of the fundamentals of Business Writing. Actual practice is given in composing and writing sales letters, collection letters, letter of application, etc. Attention is also given to Filing, Writing Telegrams, and study of the U. S. Mail Classifications, etc. (1-3)

VI—Business Arithmetic and Rapid Calculation—A general review is given in Addition, Multiplication, Subtraction, and Division. Special attention is given to speed and accuracy in handling figures in general, and in finding interest, discount, percentage, profit, and loss, etc. Special drills are given daily in mental calculations. (1-3)

VII—Commercial and Industrial Geography—A study of the history of Industry and Commerce, placing due stress on commercial productions their production, transportation, and consumption. Exports and Imports of the leading nations. By-Products in general. Localization of Industries and Factories. Raw materials and manufactured products from producer to consumer, etc. (1-3)

VIII—Government Service—Preparation for the Civil Service Examinations. Explanations on the various opportunities in the Government Service for clerical and specialized workers. Takes up the preparation for such positions as Railway Mail, Rural Mail Carriers, Bookkeepers, Internal Revenue Positions, Clerks, etc. (1-3)

College Courses

II—Public School Penmanship (Required for all certificates). Deals chiefly with the mechanical mastery of the Palmer Method of Business Writing, and no credit is given until the regular Palmer Method Teachers' Certificate is secured. Mr. Palmer's Eight Essential Steps will be the basis of this course, and the aim will be to develop a style of writing that embodies legibility, rapidity, ease, and endurance. (1¼)

13—Methods in Public School Penmanship—Arranged especially for Penmanship Supervisors. Lecture class work, model lessons, critic classes, practice teaching in the training school, observations, and blackboard work. Writing in the Primary, Intermediate, and Advanced Grades is taken up in detail. (1¼)

21a—Bookkeeping and Accounting—Part I. A thorough study of the fundamental principles of Bookkeeping and Accounting, including practice in recording actual business transactions in properly arranged books. (2½)

21b—Bookkeeping and Accounting—Part II. Advance Bookkeeping theory and practice, including the organization of a Partnership, the admission of a new partner, and the withdrawal of a partner. The Ledger as a Unit. (2½)

101a—Corporation Accounting—Part III. A course in advanced Accounting and Auditing. Includes a study of trade acceptances, analyti-

cal statements, accounts with branch stores and agents, petty cash, dividends, deferred items and corporation organizations in general. (1½)

101b—Cost Accounting—Part IV. Practice and Theory of Costs in general. Tracing the cost from the raw materials through the processes of production to the finished product. Income Tax Procedure. Special attention given to the advance phases of Accounting; Depreciation, Machinery accounts, Labor, etc. This course is especially designed for those who intend to take up Accounting as a Profession. Students taking this course are entitled to Junior Membership in the National Association of Cost Accountants. (2½)

151a—Public Accounting and Auditing—Part V. Includes theory and practice in Advanced Accounting in general. The Junior and the Senior Accountant. Auditors. Audits. Classifications of Accounts. Working sheets. Reports to Clients. Practice Work consists of C. P. A. and Institute questions and problems. (2½).

151b—Public Accounting and Auditing—Part VI. Final preparation for the State Examination for Certificated Public Accountants, and the C. P. A. Certificate. (2½)

75—Farm Accounting—The Principles of Farm Accounting. How to install farm accounting systems on a systematic basis. Prerequisites: IIIa, or 21a. (½)

102—Banking and Bank Accounting—Theory and Practice in Actual Banking. Special Attention is given to the different kinds of Banks. Bank earnings and disbursements. Duties of the various officers. Business Forms as certified checks, cashier's checks, certificates of deposit, etc. Practice in handling the Depositors' Ledger, Remittance Ledger, Cash Book, Teller's Proof Sheet, Loan & Discount Ledger, Burroughs Posting Machine. Prerequisite Courses: IIIa-b, or 21a-b (2½)

151—Money and Banking—A survey course in Finance, based on the principles of money and credit. Stocks and Bonds, Capitalization, Promotion. (2½)

97—Business Organization and Management—Gives a brief, interesting, and understandable insight into the Profession of Business. How it is organized and carried on. The structure of business in general. (2½).

81—Marketing—Fundamental Principles of Marketing. Application of economic principles. Market organization methods. Costs of Marketing, Co-operative marketing agencies. (2½).

12a—Typewriting—Beginning college course in Touch Method of Typewriting. Includes a mastery of the keyboard, and familiarity with the mechanism of various standard typewriters. (1¼)

12b—Typewriting—Continued. Advanced courses leading to Speed Certificates, and Membership in the O. G. T. Club. Special attention is given to technic, rhythm, touch, and preparation of specifications, rough drafts, and building. (1¼)

12c—Typewriting—Continued. Special Speed Courses in Advanced Typewriting for credit in this course. (1¼).

71a—Shorthand—Beginning college course in Gregg Shorthand, giving special attention to the mastery and application of the principles of this system. (2½).

71b—Shorthand—Continued. Advanced Theory and practice. Special stress is put upon mastery of the word signs, abbreviations, and phrasing. Includes dictation, transcription, and speed practice. Preparing for the O. G. A. Club Membership. (2½).

103a—Advanced Stenography and Office Training—Special attention is given to gaining skill and speed in handling stenography. Acquaintance with modern office appliances, the Mimeograph, the Multigraph, Adding Machine, Filing, etc. Dictation covering various fields of business activity. Requirements of 100 words net per minute and 40 words net per minute in Typewriting for credit in this course. (2½).

103b—Advanced Stenography and Office Training—Further development of speed and accuracy in shorthand and typewriting, specially designed for those who are intending to enter the Secretarial Profession. Requirement of 125 words net per minute in shorthand, and 60 words net in Typewriting for credit in this course. Those completing this course are assured of exceptional ability along this line. (2½).

82—Salesmanship and Advertising—Knowledge of the Selling Processes, psychology of salesmanship, developing personality, sales management, sales talks and demonstrations, and further study and preparation of the essentials that go into the make-up of success in this line. Advertising is also taken up with general discussions on advertising mediums, campaigns, and Advertising as a Profession. Character analysis is treated in general. (2½).

53—Commercial and Industrial Geography—A study of the history of Industry and Commerce, placing due stress on commercial products, their production, transportation, and consumption. Exports and Imports of the leading nations. By-products in general. Localization of Industries and Factories. Raw materials and manufactured products from producer to consumer, etc. (2½).

III—Commercial Law—Dealing with business, transactions, contracts, loans and credits, wills, mortgages, insurance, corporations, partnerships, negotiable instruments, real estate, etc. Definitions of various terms: as Libel, Fraud, Proxy, Duress, Lien, Tender, Lease, Bankruptcy, Title, Alimony, Subpoena, etc. Purpose of Law. Demonstration Law Suits are frequently held, including the procedure of Parliamentary Law. (2½).

155—High School Commercial Teaching, Observation, and Supervision. A review of those commercial subjects which the Commercial Teacher will have to teach. Special Methods, Practice Teaching, Grading, etc. Strictly a Methods Class, Writing for the Gregg Shorthand Teacher's Diploma; the Palmer Method Teacher's Diploma, Twentieth-

Century Bookkeeping and Accounting Teacher's Diploma, etc. Practice Teaching or experience required in connection with this course. (2½).

EDUCATION.

11—General Psychology (see Psychology 11).

22—The Technique of Teaching—Prerequisite Psychology, course 11. This course is based upon the Project Method of Teaching. It also includes work on types of teaching, questioning and measuring results. (2½ hours)

14—Rural Society (Vitalized Rural Life) —A study of conditions surrounding the rural home—inter-relationship; means of communication; agencies of improvement; possibilities of country life interests; country materials for a redirected and vitalized industrial, educational and social activity. (2½ hours)

17—Elementary Curriculum—This course covers the subject matter and materials of the elementary school and attempts to acquaint the student with the sources and values of this content. Selection, correlation and elimination of materials is discussed from subject and vocational bases. Prerequisite, Psychology 11 and Education 12. (2½ hours)

19a—Special Method in Rural Schools—Prerequisites, Psychology Course 11. A review of special and industrial backgrounds of the rural school contracts, adaptation of facts of the life of the child to provide motive in the traditional subjects. Organization of materials, use of excursion, project method. Observation. This course will give special concern to reading, language, arithmetic, spelling, grammar, composition, penmanship, music, drawing. (2½ hours)

19b—Special Method in Rural Schools—A continuation of 19a, with the same prerequisites. Detailed attention to agriculture, history, geography, physiology, nature study, mechanics. (2½ hours)

20a—Special Method for Primary Grades—Prerequisite, Psychology Courses 11 and 12 and Education, Courses 13 and 52. This course deals with subject matter and method used in first and second grades; observational studies made in Demonstration School. (2½ hours)

20b—Special Method for Primary Grades—Continuation of 20a. Method and subject matter of third and fourth grades; observation in Demonstration School. (2½ hours)

21a—Special Methods in Upper Grades—This course deals with methods of teaching Reading, Language, Composition, Grammar, Nature Study, Agriculture, Manual Training and Home Economics in the fifth, sixth, seventh and eighth grades. Prerequisite Psychology 11 and Education 12. (2½ hours)

21b—Special Methods in the Upper Grades—This course parallels 20a and covers the methods of teaching Arithmetic, History, Civics, Geography, Writing, Drawing, Music, Physiology, Hygiene and Sanitation. Prerequisite Psychology 11 and Education 12. (2½ hours)

51—School Economy—A study of the factors which make up a school. The pupil, teacher, school plant and equipment, and community. It includes also such auxiliary agencies as directly connect with the school. (2½ hours)

54—Educational Psychology—(See Psychology). (2½).

55—Principles of Teaching—Prerequisite Psychology, course 11 and 12. Covers underlying principles of teaching from practical, biological and teleological standpoint. Lectures, text and library work. (2½).

81—History of Education—A brief course covering the general field of educational progress from primitive times to the present. Lectures, texts and assignments. (2½)

82—History of Modern Elementary Education—This course begins with Comenius and deals with modern education more intensively than 81. Lectures, texts and assignments. (2½)

101a—Special Method for High School Teaching—General application of method to high school teaching in type studies and to a new curriculum. (2½).

101b—Special Method for High School Teaching—A continuation of 101a. (2½)

105—Practice Teaching—Prerequisite, Required courses for the sixty-hour life certificate. Enrollment and schedule of hours must be arranged with the Supervisor of the Demonstration School. (2½)

106—High School Administration—Covers organization and management of the American high school from within. (2½)

112—Educational Sociology—(See Sociology 112. (2½).

150—(See Psychology 150) (2½).

152—(See Psychology 152) (2½).

160—Administration of Public Schools—Open to Juniors and Seniors. Problems of organization and administration of state, and city systems, finances, building operations, instructional force, special type schools, etc. (2½)

162—(See Home Economics 162).

172—(See Home Economics 172).

161a—Principles of Supervision—Prerequisites, Psychology Courses 11, 54, and Education Courses and senior rank. Relation of supervisor to class room teacher; acquaintance with subject matter and method is presupposed. The measurement of efficiency; improvement of teachers. This course may be related to a special group of grades or to a special group of subjects, if desired. (2½).

161b—Special Problems in Educational Administration—A study of the more unusual problems and special phases of typical materials of educa-

tional administration. The topics may change from time to time to suit the needs of the class. (2½)

165a—Theory and Practice of Kindergarten Education—Selection of native tendencies developing in the child which make for good of society and child; selection of subject matter for creative impulses to act upon and recreate achievements of society; co-ordination of the above topics. (2½).

165b—Theory and Practice of Kindergarten Education—Continuation of 165a—Attempts to show influence of the following men in determining the theory and practice of the kindergarten and lower grades: Rousseau, Froebel, Herbart, Dewey and Montessori. (2½)

171—Advanced History of Education—Seminar and conference work on the history of special problems. The Course emphasizes American Educational Development. Limited to seniors and those who have especial fitness for advanced study. (2½)

175—Teacher-Training—This course includes the history development, and problems of Teacher-Training in secondary schools. Special emphasis is placed on methods of teaching the courses in Teacher-Training. (2½)

HEALTH EDUCATION

hygiene
25—Psychology—This course gives a general view of the subject and will include a study of the general structures of the body and the functions of the various organs. (2½).

75—Personal and School Hygiene—This course deals with the elements of normal growth, and the essentials of personal health maintenance and corrective suggestions.

Hygiene from the point of view of classroom teachers. Growth; nutrition; clothing; common defects and abnormalities of the special sense organs, with methods of recognition and prevention; communicable diseases of children. (2½)

125—Methods and Means of Health Teaching—The chief topics of the course are: The place and scope of health in education; the work of the various voluntary and public health organizations; state, county, and city boards of health; co-operation with school physicians and nurses; the construction and hygiene of school rooms; playgrounds and their equipment. General methods of health teaching in schools are considered. (2½).

ENGLISH

Ia—Grammar and Composition—Fundamental principles of grammar and composition are studied. (1-3 unit)

Ib—Oral Expression (see reading and public speaking Ib) (1-3 unit).

Ic—Literature—Vision of Sir Launral; Irving, Sketch Book; Poe, Tales Longfellow, Tales of a Wayside Inn. (1-3 unit)

IIa—Oral Expression—(see reading and public speaking IIa) (1-3 unit)

IIb—Rhetoric, Literature and Composition—Lady of the Lake; Merchant of Venice; a study of the forms of discourse, paragraphing and sentence structure. (1-3 unit)

IIc—Continuation of IIb—Ivanhoe; Deserted Village; Sir Roger de Coverly. (1-3 unit)

IIIa—History of American Literature and Classics—Franklin's Autobiography; House of Seven Gables; Bunker Hill Oration; Emerson Essays; (1-3 unit)

IIIb—Continuation of IIIa—Further reading in American literature and Julius Ceasar (1-3 unit)

IIIc—Exposition and Argumentation—(see reading and speaking IIIc)

IVa—History of English Literature—Macbeth; Twelfth Night; Milton, Minor Paems. (1-3 unit)

IVb—Continuation of IVa—Silas Marner; Idyls of the King; Carlyle, Essay on Burns. (1-3 unit)

IVc—Extemporaneous Speaking (see reading and speaking IVc) (1-3 unit)

11—Composition—The foundation for effective use of English in both speech and writing. Emphasis is placed on exposition with careful study of paragraphing, sentence structure and diction. 2½

16—Literature for the Elementary Schools—The course is designed to give the elementary tacher a knowledge of the literature suitable for the different grades. 2½

21—Composition—Prerequisite, course 11—The purpose is the same as that of course 11; emphasis is placed on description and narration. 2½

24—Principles of Journalism—Prerequisite course 11. Purpose to study and practice the principles of journalism; a course in advanced composition with the emphasis on news writing. 2½

61a—History of American Literature—The purpose is to give an intensive study of the history of American literature and to study the most important masterpieces of American literature. 2½

61b—Continuation of 61a. 2½

62a—History of English Literature—Gives a thorough knowledge of the developement of English literature with illustrative readings. 2½

62b—Continuation of 62a. 2½

64—The Novel—The purpose is to gain knowlege of the history and technique of the novel and to give a sound basis for future readings of fiction. 2½

102—History of the English Language—This course gives teachers a clear view of the history of the English language and explains the fundamental principles of English diction. Elementary Anglo-Saxon and Middle English is read as illustration of these principles. 2½

104—Tennyson—Gives a thorough knowledge of the greater poems of Tennyson and shows his place in English literature 2½

105—Browning—A study of Browning's most important poems and a discussion of his influence upon life and literature. 2½

111—Teaching of Literature—Gives to those students who major in English, the necessary training in presenting various kinds of literature to their classes. 2½

124—Advanced Composition and Journalism—A course in advanced composition for upper classmen based upon the writing of editorials and reporting college news. Practice in connection with preparation of news for the college paper. 2½

151—The Romantic Movement—The purpose is to give understanding of the meaning and characteristics of the romantic movement and to read the works of the chief poets of the period. 2½

161—Contemporary Literature—The purpose is to study the chief literary forms of the present day and to discover their meaning in the life of the time. 2½

170—Technique of the Drama—The history of the drama and the principles underlying this form of literature with a reading of Shakespeare's greatest dramas as illustration of the development of the drama in England. 2½

171—Contemporary Drama—An application of the principles learned in Course 170 to contemporary drama and a study of the best drama of the present day. 2½

FINE ARTS

IIIa—Elementary Principles of Arts—Pictorial representation, perspective, color, design, history of art (1-6 unit)

IIIb—Applied Art for the Elementary School—Weaving, folding, cutting, problems for special days, clay modeling, sand-table projects. (1-6 unit)

IIIc—Elementary Commercial Art—Lettering, poster making, drawing, design and color. (1-6 unit)

11—Introduction to Art—Survey of the field of Fine Arts, lectures, readings and studio practice. (1¼ unit)

21—Blackboard Drawing—The use of the blackboard as a means of illustrating elementary and high school projects, including sketches in chalk map drawing and illustrative talks. (2½ hours)

31—Industrial Arts for the Elementary School—Typical forms and

process of industry including the making of suitable articles in paper, cardboard, clay, and other materials. (2½ hours)

41—Commercial Art—Psychology of advertising, showcard writing, choice of type, arrangement of advertisements. (2½ hours)

51—Fine Arts for Elementary School—Prerequisite, Course 11. Subject matter and general methods in Fine Arts teaching with differentiation of problems to meet the needs of rural and city school systems. (2½ hours).

71—Art Structure—Prerequisite to be arranged with the instructor. Study of design as applied to arrangements of line, dark and light, and color, and representation in line, mass and color with special emphasis on the principles of perspective and handling of water-colors. (2½ hours)

81—Design in the Art Industries—Prerequisite Course 11, or 71 or the equivalent. Binding and rebinding of books and magazines. Leather tooling and cutting, stencilling, woodblock printing, batik. Problems adaptable to students of high school grade. (2½ hours)

91—Advanced Commercial Art—Prerequisite Course 41—Poster design, window displays, pen and ink drawing, processes of reproduction as carried out in the college annual. (2½ hours)

101—Drawing and Painting—Prerequisite Course 71—Charcoal drawing in line and mass, watercolor painting, illustrative sketching and composition. (2½ hours)

111—Advanced Art Structure—Prerequisite Course 71—Design principles applied to the art crafts, pattern analysis, color theory. Historic periods in design. (2½ hours).

121—Costume Design—Prerequisite Course 11, or 71—Principles of art structure applied to costume design, original sketches for special types and occasions, subjection of dress to the individuality of the wearer, influence of historic costume on modern dress. Costuming of plays and pageants (2½ hours)

131—Home Planning and Decorating—Prerequisite Course 11 or 71 or the equivalent. Planning of the house and grounds, the relation of the individual home to a civic zoning system, the artistic basis for the selection and placement of interior furnishings, the historic background of American furniture and domestic architecture. Estimates for specific problems. Staging of plays and pageants. (2½ hours)

11—Interior Decoration and Furniture Design, Prerequisite Course 131 or its equivalent. Historic periods in furniture design and interior decoration, furniture design, specific problems in interior decoration. Selection of materials. (2½ hours)

151a—Theory and Practice of Teaching Art—(See EDUCATION) Prerequisites to be arranged with the instructor. The teaching and supervision of art in elementary and high schools, psychology of drawing and design, influence of modern education theory on content and method, history of

art education in the United States, observation and discussion of lessons followed by practice teaching and supervision.

151b—Theory and Practice of Teaching Art—Continuation of 151 a—Prerequisite 151a. (2½ hours)

161—Painting and Composition—Prerequisite Course 101. Painting in oil, landscape arrangements and illustrative compositions. (2½ hours)

171—Art History and Appreciation—An appreciative study of the history of fine arts including architecture painting, sculpture and the art crafts, with emphasis on the relation of fine arts to general history. (2½ hours).

181—Advanced Composition—Prerequisite Course 161. (2½ hours)

11a—Beginning French—Fundamental Principles of French. Grammar based on The New Fraser and Squair. Practice in Composition, Dictation and Conversation. For College students who have had no French. Fall and summer quarters. (2½ hours)

11b—Beginning French—Continuation of 11a Super-Lectures Faciles. Winter quarter. (2½ hours.)

11c—Begining French—Prerequisite 11b. The New Fraser and Squair completed. Class discussions in French of French Geography and customs based on Montvert's La Belle France. Spring quarter. (2½ hours)

12—French—Reading and Composition. For college students who have had two years of French in High school. Fall quarter. (2½ hours)

61a—French Literature—Grammar Review. Labiche-La Poudre Aux Yeux. Carahan's Review Grammar. Prerequisite 11c. Fall and summer quarters. (2½ hours)

61b—French Literature continued. Sand-La Mer Diable Balzac-Cinq Scenes de la Comedie Humaine. Prerequisite 61a or 12. Winter quarter (2½ hours)

61c—French Literature—Pierre Loti—Pêcheur d'Islande. Practice in Composition. Prerequisite 61b. Spring quarter. (2½ hours)

111a—Advanced Grammar and Composition—Chardenal's Advanced Prose. Intensive study of irregular verbs and idiomatic forms. Prerequisite 61c. Fall and Summer quarters. (2½ hours)

111b—Advanced Grammar... Selected Readings from French Literature for analysis of form. Prerequisite 111a. Winter quarter. (2½ hours)

111c—Advanced Grammar continued. Discussion of subjects pertaining to French History. Lamartine-Scenes de la Revolution Francaise. Prerequisite 111b. Spring quarter. (2½ hours)

165—Advanced French Literature. Prerequisite 111c. Spring and summer quarters. (2½ hours)

181—The French Drama. Moliere, Racine, Corneille. Prerequisite 111c or its equivalent. (2½ hours)

GEOGRAPHY.

II—Descriptive Geography—This general course outlines conditions which account for the natural resources and productions. The concrete work is found largely in detail work of North America and outside possessions of United States. Map work and references supplement the textbook. (1-3 unit)

III—Descriptive Geography—A method course—to show plans and devices to teach geography in the grades. Type studies of different important regions of the world are used to give both subject matter and ways of presentation. These show the life response of physical environment and relations of man to earth. (1-3 unit)

IVa—Physical and Industrial Geography—An elementary study of rocks and the different phases of weathering the erosion in the formation of plains, plateaus and mountains. The class work is supplemented in the laboratory by uses of topographical map work. (1-3 unit)

IVb—Physical and Industrial Geography—This treats of the earth in its relations to the solar system; it shows the relations of the air and oceans to life; and the kinds of climate and its effect on plants and man in the different parts of the world. The laboratory work interprets weather maps and records of climatic conditions. (1-3 units)

IVc—Physical and Industrial Geography—Prerequisites IVa and IVb—Shows how man's industries are determined by his environment; how climate affects him; how soil feeds him and furnishes him materials for shelter, heat, power and industry. Comparison of different productive regions are reviewed so as to show relation between resources and consumption. (1-3 unit).

12—Elements of Geography—This course aims to give the general principles in geography, the forms of erosion and results, the kinds of climate which account for zones of vegetation. Its purpose is to prepare the student for the courses in Economic Geography. (2 1-2 units)

51—Economic Geography—Prerequisite High School Physiography, Course 12 or the equivalent—This is a general course to investigate the conditions in which different commodities are produced and how they are distributed to meet the wants of man. It affords an opportunity to learn something of the effect of physical environment on plant and animal life on the geographic division of labor, and the localization of industries. (2½).

52—Economic Geography—Eurasia—This continues 51 in a more intensive study of the climatic and edaphic influence on plants and animals. It is concreted in its application to economic and social conditions in Eurasia and shows how human environment is dual. (2½).

53—Economic Geography—South America—This course follows the

plan of the preceding courses and emphasizes the economic phases, and explains the factors involved in the geographic division of labor. The economic resources and relations of South America as they are influenced by the Panama Canal receive attention. (2½).

81—Geographic Influence on American History—This course plans to show the physical conditions that led to the discovery of America; the geographic and non-geographic factors that caused the world to face about to the Atlantic; that planted various settlements of different nationalities in America; that finally led to the struggle between English and French colonies; the Louisiana Purchase; the Civil War; the construction of canals and railroads and locations of industries and cities. (2½).

101a—College Physiography—This course follows an elementary course in a further study of rocks, and the different agents and phases of diastrophism, vulcanism and denudation. It presents the processes in operation and the topographic forms in existence on the lands. The work is supplemented by laboratory work on rocks and maps. (2½).

101b—College Physiography—This presents the geographical features of the earth as a planet in its relation to the solar system, the nature and effects of the atmosphere and the effects of climate on life, also the physical geography of the ocean. These show illustrations of the relations of physical conditions to man. Laboratory work supplements the class work. (2½).

102—Human Geography—The object of this course is to set forth the great principles of geography in its human aspects. It sketches the main outlines and fundamental principles of climate because of their supreme importance in determining man's mode of life. The text is rich in problems and illustrations in its concentration of human relationships. (2½).

HISTORY, GOVERNMENT AND ECONOMICS.

Ia—Ancient History—This course deals with earliest man; the Orient, the Story of Egypt, Babylonia, Assyria, Chaldea; the Medo-Persian Empire the Dawn of European civilization and the Rise of the Eastern Mediterranean World. (1-3 unit)

Ib—Ancient History—Prerequisite Ia—Deals with the Western Mediterranean World and the Romans. (1-3 unit)

Ic—Medieval History—Prerequisite Ia and Ib—Deals with the Medieval civilization; the Protestant Revolt and Wars of Religion; the struggle in England between King and Parliament. (1-3 unit)

IIa—Modern Europe—This course is intended to cover the first half of the modern period, i. e., from 1500 to about 1800. A text book will be used, but supplemented by some contemporary source material, and by assignments in pertinent current history. (1-3unit)

IIb—Modern Europe—Prerequisite IIa—Modern history to the present. The character of material used is much the same as IIa, except that more attention is given to current history in the latter part of the course. (1-3 unit)

III—American History and Government—Civics—This course deals with the study of state government with Missouri as the type—city, town and county government included. The relation of the state to the Federal government and history will be discussed, methods of teaching emphasized. (1-3 unit)

IVa—American History—This course deals with the early explorations and settlements of European peoples in America. The development of the English colonies in America. (1-3 unit)

IVb—American History—Prerequisite IVa—Deals with the formation and development of the constitution and the growth of the states down to the Civil War. (1-3 unit)

IVc—American History—Prerequisite IVb—Deals with the Civil War, the Reconstruction Period and the progress of the States to the present time. (1-3 unit)

11a—The Middle Ages—This, with the following two courses, constitutes a general survey of Europe from Roman Times to the present. There will be a diversity of text and reference assignment, lectures and special papers. (2 1-2 hours)

11b—Early Modern Europe—Prerequisite 11a. Continuation of 11a. (2½ hours).

11c—Later Modern Europe—Prerequisite 11b. Continuation of 11b. (2 1-2 hours)

12a—Advanced American History—This course deals with early explorations and discoveries on the American continent. The development of English colonization in America. (2 1-2 hours)

12b—Advanced American History—Deals primarily with the formation of the constitution and the development of American Nationality. (2 1-2 hours)

12c—Advanced American History—Deals with the Civil War and the Reconstruction Period together with the progress and development of the states to the present time. (2 1-2 hours)

13—Current History—An attempt to give an appreciation of history in-the-making, and at the same time, to emphasize the more general problems of citizenship. Political, economic, and social issues are stressed. It is hoped that by a somewhat critical study of newspapers, magazines and other current material to leave our students measureably articulate with current life. (2 1-2 hours)

71a Early England to 1603—Prerequisite five hours general European history—A brief review of the ancient and Angle-Saxon periods with a more intensive study of medieval and early modern times. (2 1-2 hours)

71b—Modern England, 1603 to the present—Prerequisite, same as for 71a—While this course will cover the general features of the period, it will give special attention to the evolution of democracy in parliament and

cabinet, to the Industrial Revolution, Imperialism, alliances and the World War. (2 1-2 hours)

71c—English Colonial History—Prerequisite five hours general European history—A brief review of British activities from earliest times to the present, including colonial governments and international relations growing out of British imperial policy. (2 1-2 hours)

72—Europe since 1815—Perequisite 11a, 11b, or equivalent—A substitute course for 11c, but more advanced, and putting special emphasis on the development of democracy and on international complications. (2 1-2 hours)

75—Economic History of the United States—Prerequisite, five hours of American History. A brief review of American history from the period of discovery to the present, emphasizing only its economic phases. Special attention in the later part of the course will be given to current economic problems and conditions. (2 1-2 hours)

101—Civilization Among the Ancient Peoples—Prerequisite, not less than five hours of general European history—A general study of the more dominant features of ancient civilization, with special reference to its more permanent contributions to society. (2 1-2 hours)

102—The Renaissance and the Protestant Revolt—Prerequisite, seven and one-half hours European history, two and one-half hours being in Medieval history—A special study of the conditions and forces producing these movements, the content of the movements, and their importance as transitional and introductory to modern times. (2 1-2 hours)

103—The Expansion of Europe—Prerequisite, seven and one-half hours European history—This course seeks to trace how European activities and influences, through colonization, protectorates, spheres of influence, peaceful penetration, and otherwise, have largely Europeanized the world. (2 1-2 hours)

111a—Introduction to Economics—Prerequisite, seven and one-half hours of history, part American and part European—A general course in the subject, including more or less of economic history, and present-day economic conditions and theories. (2 1-2 hours)

111b—Introduction to Economics—Continuation of 111a. (2 1-2 hours)

112a—Latin-American History—A general survey of Latin American History up to the present time. Special lectures on the Latin-American people and their present day problems. A careful study of the relations of the Latin-Americans with the people of the United States. Particular attention is given to South America in this course. (2 1-2 hours)

112b—Latin-American History—Continuation of 112a, with particular attention to North America. (2 1-2 hours)

120—The Peace Movement—Prerequisite seven and one-half hours of European history—Designed to trace peace activities and organizations throughout history, but with special reference to the Balance of Power,

the Concert of Europe, the Hague Conferences, the League of Nations, etc. (2 1-2 hours)

151—Contemporary Europe—Prerequisite, not less than seven and one-half hours of European history—A brief review of Europe since 1870 with a short study of the World War, followed by a somewhat detailed account of the period of reconstruction. (2 1-2 hours)

161—Teaching of History—Prerequisite, seven and one-half hours of history—Designed for teachers in the grades and high schools. Methods and a general appreciation of the subject of history will be emphasized. (2 1-2 hours)

162—American Government and Politics—Prerequisite, seven and one-half hours of American History and English Colonial History. A study of the analysis and practical working of the American constitution. The theory of governments generally together with a general survey of our political system. (2 1-2 hours)

163—English Government—Prerequisite ten hours of history—A general course on English Governmental institutions with some special emphasis on the government as it functions now. (2½ hours).

164—Diplomatic History of the United States—Prerequisite courses 12a, 12b, 12c, and seven and one-half hours of Modern European History—A course on the foreign relations of the United States with special emphasis on our dealings with the Latin American Republics and the Latin American Policies on present day statesmen. (2 1-2 hours)

171—International Law—Prerequisite, the same as for 164 and including course 164. A comprehensive study of bases of international relationships, and adjustment of international civic and trade problems. (2 1-2 hours)

HOME ECONOMICS

16—Household Problems—A general survey of Home Economics, as applied to the problems of the modern home. (2½).

110—Household Sanitation—Prerequisite Physiology, Vacteriology and Public Health, Sanitation of the Home, in relation to the house and its surroundings in community, are considered from a practical and sanitary point of view. (2½).

12—Principles of Sewing—A technical course. Stitches, their names and uses, with suggestions of articles and application to the various grades in public schools with methods of presentation. Fall and Summer quarters. (2½).

13—Principles of Drafting and Making Simple Garments—Principles of drafting and adaption of patterns; study of materials, trimmings and costs. Hygiene of clothing; study of machines. Making of undergarments and house dresses. Winter quarter. (2½).

21—Preparation and Composition of Foods—Prerequisite or parallel

to this course, Chemistry courses 11a, 11b, 11c—This course constitutes a laboratory course in which food preparation is based upon and co-ordinated with a study of the composition of food; its nutritive value and its digestion. Fall quarter. (2½).

31a—Fall Millinery—This course includes the principles and practice in the making and covering of frames out of wire, buckram, willow and erinoline, renovating and remodeling of materials used. Study of style, suitability and cost. Fall quarter. (1¼).

31b—Spring Millinery—Same as 31a with adaptation to the season. Spring quarter. (1¼).

52—Drafting and Dressmaking—Prerequisite Course 13—This course is designed to meet the needs of the teacher in high schools. Principles of drafting and adaptation of patterns, dress trimming and embroidery stitches suitable for dressmaking, making of dress forms and use of some and fitting and draping. Textile study and cost. Remodeling. Spring quarter. (2½).

61—Home Nursing—The course is intended to give instruction which is of practical value in the home in emergencies or the care of the sick when the services of a professional nurse are not required. Sanitation and preventive measures as well as the care of the bed room and daily care of the person. Winter and Summer quarter. (2½).

71a—Advanced Cooking—Prerequisite Courses 21, and Chemistry Courses 11a, 11b, 11c—Emphasis on economy of money, materials, time and efforts. Nutritive values are emphasized. Winter quarter. (2½).

71b—Home Cooking and Serving—Prerequisite Course 21 and Chemistry Course 11a, 11b, 11c—Study of home kitchen and dining room. Planning and serving breakfast, dinners and teas. Attention is given throughout to efficiency in planning, buying and working; to sanitation, artistic effects in garnishing and serving. Thrift is emphasized. Spring quarter. (2½).

101—Home Management—Prerequisite, a working knowledge of cooking and nutrition, textiles and house furnishings—A brief study of the family organization and efficient handling of the home industries. Budgeted. Spring quarter. (2½).

130—Advanced Dressmaking—Prerequisite 52—Practice in pattern making including designing and construction of street, afternoon and evening gowns. Practice in making patterns on forms. Fall quarter. (2½).

141—Demonstration Cooking—Opportunity is given to study some topic intensively and present it in the form of a demonstration. It is intended to prepare the student for Home Demonstration and Club Work. Winter quarter. (2½).

151—Experimental Cooking—Prerequisite Courses 21, 62, Chemistry, Courses 11a, 11b, 11c, 71 and 171. Spring quarter. (2½).

155—Textiles—This course gives a general knowledge of cloth and develops intelligent buyers by the study of the processes of manufacture, spinning, weaving and finish of cloth. The weaving qualities, cost and appropriateness in clothing. Winter quarter. (2½).

160—Dietetics—Prerequisite Course 21 and Chemistry, Courses 71 and serving typical diets and developing dietaries. Fall quarter. (2½).

162—Teaching of Home Economics—(See Education)—Prerequisite two years, Home Economics—This course is intended to give students a knowledge of laboratories, methods of obtaining supplies—their uses—and practice in organizing subject matter with methods of presentation. Fall quarter. (2½).

172—Teaching Practice in Home Economics—(See Education)—Prerequisite 161—Practice is given in teaching where the methods of Home Economics are used. Winter quarter. (2½).

LATIN

IIIa	(1-3 unit)
IIIb	(1-3 unit)
IIIc	(1-3 unit)

—These are primarily grammar courses, requiring for their completion a knowledge of the principles of pronunciation, inflection and syntax. They are intended to prepare for the translation of the Latin classics and to furnish a foundation for the study of English. These are the first courses in Latin taken by high school students.

IVa—Caesar's Gallic War	(1-3 unit)
IVb—Caesar's' Gallic War	(1-3 unit)
IVc—Caesar's Gallic War	(1-3 unit)

—These courses will be introduced by a number of classical stories.

The "Caesar" which follows will be taken up topically. Seven topics will be studied as follows: The War with the Helvetii, War with Ariovistus, Battle with the Nervii, Caesar in Germany, Caesar in Britain, Caesar in Germany—second invasion, Casera in Britain—second invasion.

First and Second Year Latin for College Students.

10a—Beginning Latin	(2½ hours)
10b—Beginning Latin	(2½ hours)
10c—Second Year Latin	(2½ hours)
10d—Second Year Latin	(2½ hours)

—(These courses are offered to college students who have not had the opportunity to take Latin in their high school course, and who feel the need of Latin for their advanced work.)

11a—Vergil, (<i>Aeneid</i>).....	(2½ hours)
11b—Vergil, (<i>Aeneid</i>).....	(2½ hours)
11c—Vergil, (<i>Aeneid</i>).....	(2½ hours)

—Courses prerequisite to Virgil are IVa, IVb, IVc, or 10c and 10d. This course will include metrical reading, a study of prosody, and parallel readings in mythology.

12a—Cicero's <i>Catilinarian Orations</i>	(2½ hours)
12b—Cicero's <i>Catilinarian Orations and Others</i>	(2½ hours)
12c—Cicero's <i>Orations</i>	(2½ hours)

—These courses may be taken before 11a. The historical settings of the various orations will receive attention, and Cicero as an orator will be studied.

(Sallust Catiline may be substituted for 12c.)

13a—Sallust <i>Cataline</i>	(2½ hours)
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—All teachers of Cicero's orations should take this course.

13b—Review of <i>Caesar's Gallic War</i>	(2½ hours)
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—This course is offered to those students who are preparing to teach Caesar in high school. Not fewer than four books will be read.

13c—Caesar's <i>Civil War</i>	(2½ hours)
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13d—Caesar's <i>Civil War</i>	(2½ hours)
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—This course will be supplemented.

14a—Composition	(2½ hours)
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—for those students who are preparing to teach Caesar in high school.

41a—Practice Teaching.....	(2½ hours)
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—For those students who are preparing to teach First Year Latin or Caesar in high school.

51a—Sallust's <i>Jugurthine War</i>	2½ hours)
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51b—Sallust's <i>Jugurthine War</i>	(2½ hours)
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62a—Cicero's <i>De Senectute</i>	(2½ hours)
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62b—Cicero's <i>De Amicitia</i>	(2½ hours)
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62c—Advanced Composition.....	(2½ hours)
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101a—Livy	(2½ hours)
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101b—Livy	(2½ hours)
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102a—Terence	(2½ hours)
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102b—Terence	(2½ hours)
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151a—Horace-Odes	(2½ hours)
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151b—Horace-Satires.....	(2½ hours)
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171a—Roman Life.....	(2½ hours)
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171b—Roman Literature.....	(2½ hours)
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MANUAL ARTS.

Ia—Benchwork—Four double periods per week. Mastery of tools useful for home use, making and reading shop drawings; estimating costs of making projects. (1-3 unit).

Ib—Benchwork—Four double periods per week—Prerequisite, Course Ia or equivalent. A continuation of Ia, with additional study on nature of tools; their construction, selection of lumber, stock, materials, processes and finishes. (1-3 unit).

IIa—Cabinet Construction—Four double periods per week—Approximates commercial practices as far as possible; the care and use of woodturning machinery; shop methods and shop kinks. (1-3 unit).

IIb—Woodturning—Four double periods per week—Includes Instruction in the care and use of the lathe and woodturning tools; grinding and cutting of tools; drill in the cutting action of tools and the method of holding them. (1-3 unit).

IIIa—Mechanical Drawing I—Four double periods per week. Proficiency in the use of instruments; a knowledge of orthographic projections; sections; working drawings and application to practical work. (1-3 unit).

IIIb—Mechanical Drawing II—Four double periods per week—Prerequisites, Course IIIa. A continuation of Course IIIa with a study of standard drafting room conditions. (1-3 unit).

IIIc—Architectural Details—Four double periods per week—Prerequisites, Courses IIIa and IIIb—Study of architectural details, designed to give the pupil a working knowledge of the construction of dwelling houses. (1-3 unit).

12—School, Home and Community Projects—Four double periods per week. Not a technical course in Manual Arts, but designed to give teachers of the rural schools a training which will enable them to make such projects as are useful in the teaching of required school subjects. (2½).

21a—Benchwork I—Four double periods per week—A course to familiarize students with tools useful for school and home use. Emphasis will be placed on making and reading shop drawings, figuring "Bill of Material" and estimating cost of making projects. (2½).

21b—Home Mechanics—Four double periods per week. Designed to acquaint students with the structure of a modern dwelling house and the kind of material best suited for its construction; to teach the use and maintenance of all household appliances. (2½).

21c—Benchwork II—Four double periods per week—Prerequisite Course 21a or its equivalent. A continuation of course 21a for students who wish and need more work with bench tools. Lectures on tools, construction, selection of stock, materials, processes and finishes. (2½).

24—Auto Mechanics—Four double periods per week. Familiarity with the care and maintenance of the gasoline automobile. (2½).

31a—Mechanical Drawing I—Four double periods per week. This course is designed to produce efficiency in the use of drafting instruments; a knowledge of the conventions and nature of drafting practice; an under-

standing of projection and working drawings; the importance of good workmanship is emphasized throughout the course and good technique is required. (2½).

31b—Mechanical Drawing II—Four double periods per week—Prerequisite, Course 31a. A course designed to place the student under practical conditions, making use of experiences gained in Mechanical Drawing I. (2½).

53—Architectural Drawing—Four double periods per week—Prerequisite, Courses 31a and 31b—A study of architectural details to give the student a working knowledge of construction of dwelling houses; the principles of designing, detailing and blue printing. Other courses will follow this as demanded. (2½).

56—Shop Administration and Organization—Prerequisite, Courses 21a and 21c—This course covers the principles underlying the art of modern shop management. The student takes the place of the instructor and attempts to solve the problems involved in instruction; problems of organization, administration, course of study, purchase of materials and equipment, care and sharpening of tools, maintenance and other duties. (2½).

61a—Mill Work—Four double periods per week—Prerequisite, Course 31a and a minimum of 2½ hours in Benchwork. This course is designed to acquaint the students with the care and use of different wood-working machines; it includes lectures, readings, observation, trips, reports and general discussions. (2½).

61b—Cabinet Construction—Four double periods per week—Prerequisite, Courses 61a. A continuation of Course 61a, designed to improve the experience and place the student under conditions as nearly like commercial practice as possible. (2½).

61c—Teaching Practice—Prerequisite, Course 21a and 21b. This course is required of teachers and students who wish to specialize in Manual Training. (2½).

71a—Woodturning I—Four double periods per week—Prerequisite, a minimum of 2½ hours Benchwork—Care and use of lathe and wood turning tools; correct grinding and sharpening of tools; thoro drill in the cutting action of turning tools and the method of holding them. Projects in spindle, face plate; chuck; mandrel turning and finishing and polishing. (2½).

71b—Woodturning II—Four double periods per week—Prerequisite, Course 71a—Designed for those who may desire the mastery of the more difficult problems in turning. (2½).

72—Farm Mechanics—Four double periods per week—Designed to train the student in the use of common tools and in the maintenance of farm tools and appliances. (2½).

101—Concrete Work—Four double periods per week—Aims to prepare the student in the use of concrete in construction work about the home and farm. ($2\frac{1}{2}$).

103—Saw Filing and Care of Tools—Four double periods per week—Prerequisite, Courses 21a and 21c.

151—The Teaching of Manual Arts—Four double periods per week—

MATHEMATICS.

Ia—Algebra 1—Fundamental Operations; simple equations; solution of problems; special products. (1-3 unit).

Ib—Algebra 2—Prerequisite Course Ia—Factoring; solution of equations by factoring; fractions; simple graphs. (1-3).

Ic—Algebra 3—Prerequisite Courses Ia-b—Linear systems; radicals; quadratic equations. (1-3 unit).

IIa—Plane Geometry 1—Prerequisite Courses Ia, Ib, Ic—Rectilinear figures; circles. (1-3 unit).

IIb—Plane Geometry 2—Prerequisite Courses IIa—Similar figures; areas. (1-3 unit).

IIc—Plane Geometry 3—Prerequisite Courses IIa and IIb—Practical application of number ideas in measurements and areas; farm and home problems; business problems and practice (1-3).

IId—Advanced Arithmetic 1—Prerequisite Courses IIa, IIb—Application of number work in industrial problems. (1-3 unit).

IIIa—Advanced Arithmetic 2—Prerequisite Courses IIa, IIb—This is a method-review course. The manner of presenting the solution of a problem as well as the solution itself is given some attention. (1-3 unit).

IIIf—Advanced Algebra 4—Prerequisite Courses IIa, IIb. Roots; advanced quadratic equations; fractional exponents; graphs; proportions and progression. (1-3 unit).

11—Solid Geometry—Prerequisite Courses Ia, Ib, Ic, IIa, IIb, IIc. Includes all topics given in a standard course. Laboratory work is used. ($2\frac{1}{2}$).

12—Plane Trigonometry—Prerequisite Course Ia, Ib, Ic, IIa, IIb, IIc. The usual standard course. The laboratory is fitted with transit and other instruments for making practical problems. ($2\frac{1}{2}$).

61a—College Algebra—Prerequisites, Courses Ia, Ic, IIa, IIb, IIc. This course gives the student a review of his former study of Algebra, and at the same time a distinct advance in the work. Topics:—Algebraic reductions; functions; linear and quadratic equations; induction. ($2\frac{1}{2}$).

61b—College Algebra—Prerequisite, Course 61a—Complex numbers; theory of equations; determinants; logarithms; probability. ($2\frac{1}{2}$).

72—Astronomy—Descriptive, together with some essential mathematical work. ($2\frac{1}{2}$).

73—Industrial Mathematics—Prerequisites, Courses 11, 12 and 61a-b—The practical applications of mathematics to the various pursuits of life work. ($2\frac{1}{2}$).

101a—Analytical Geometry—Prerequisites Courses 12 and 61a-b—The geometrical interpretation of Algebra (the equation and locus determined by certain geometric conditions and the properties of the locus a given equation represents). The straight line; conics; tangents to conics; general equations of school degree. ($2\frac{1}{2}$).

101b—Analytical Geometry—Continuation of 101a. ($2\frac{1}{2}$).

102—Surveying—Prerequisites Courses 12 and 61a-b—Land surveying; leveling; contour work, etc. Field work is the source of problems. (Three hours a day, two days each week, required for field work.) ($2\frac{1}{2}$).

111—Teaching of Mathematics—Prerequisite Courses 12 and 61a-b—The teaching of junior high school mathematics and senior high school mathematics. ($2\frac{1}{2}$).

151a—Calculus—Prerequisite Courses 101a and 101b—A standard course giving a thorough drill in the fundamental principles and their practical applications. ($2\frac{1}{2}$).

151—Calculus—Continuation of 151a. ($2\frac{1}{2}$).

152—History of Mathematics—Prerequisite Course 101a-b—A study of the development of the topics included in a high school course. ($2\frac{1}{2}$).

LIBRARY ECONOMICS.

21—Library Economy—This course is for students who wish to become sufficiently familiar with library work to catalog and care for a high school library. The course includes cataloging, lectures and general reference work. ($1\frac{1}{4}$).

61—Advanced Library Practice—Prerequisite 21—In this course the student is given regular practice work in the library. ($1\frac{1}{4}$).

PHYSICAL EDUCATION (Men)

15—Section 1—(Men)—Gymnasium—Tactics of the rank, individual, and column; free hand gymnastics; hand apparatus exercises; simple exercises on heavy apparatus; gymnastic games. Not given to less than ten. ($1\frac{1}{4}$).

61—Section I—(Men)—Gymnasium Work—Continuation of course 15, Section I, with exercises of more complicated and advanced nature. ($1\frac{1}{4}$).

62—Training for Athletics—A general course in athletic training and conditioning of contestants. Elementary Anatomy and Physiology and a thorough study of their relation to athletics. ($1\frac{1}{4}$).

151a—Football—For coaches and players. Includes lectures and demonstration covering all phases of the game. A study of the rules precedes consideration of defensive and offensive tactics. The technique of position play; "the kicking game"; building of plays and conditions of players, each receiving due attention. (1¼).

151b—Basketball—Fundamentals, as passing, catching, dribbling, stops, reverses, turns, etc. Elements of team work. Theory of offense and defense. Best systems of plays with plays from center, out of bounds, and held ball. Notes on conditioning (1¼).

151c—Field and Track—A course for coaches. A thorough consideration of conditioning for the several events precedes study of the technique of events requiring skill. Methods of training for speed and endurance are then taken up and the details of actual competition are studied. (1¼).

HYGIENE AND PHYSICAL EDUCATION (WOMEN)

AIMS: The aims of this department are (1) to train each student in the theory and practice of health habits, (2) to provide the amount and kind of exercise and recreation, to bring each one to the best possible degree of health and efficiency, and (3) to provide preparation for teachers of physical education and health supervision.

EQUIPMENT: The College is provided with well-equipped gymnasiums with shower baths, dressing rooms, examinations rooms, and everything necessary for medical and physical examination. There are tennis courts, hockey and ball grounds, and ample provision for out-door recreation.

11a—General Health and Recreation Course—Will offer marching gymnastic exercises, games and simple rhythmic work. The hygienic, corrective and educative effects of exercise are especially developed. (1¼).

11b—Continuation of 31a—Including also some apparatus work, Indian clubs, etc. (These two courses to be required of all students any two out of three terms of first year of work)—credit is 1¼ hour.
requisite Courses 11a and 11b. (1¼ hour).

61—Public School Physical Education—(Rural and Elementary Grades) Study and practice of State Courses in Physical training; Class Athletics, Badge Competition management, School Health day, etc. Pre-requisite Courses 31a and 31b. (1 1-4 hours)

71—Folk Games—A course in simple folk and singing games, dramatization etc. The material is suitable for use in the first six grades. (1 1-4 hours)

72a—Folk and National Dances (Elementary)—A course in English, Swedish, Italian, Russian, and American country and folk dances with emphasis on form and spirit of folk dances. A note book will be required (1 1-4 hours)

72b—Folk and National Dances (Advanced) and Classical Technique. This course will offer folk and national dances in natural progression from

72a—Also dances for boys and simple classical technique. (1¼ hours).

81a—Rhythmic Exercises and Simple Aesthetic Dances. —Prerequisite 71a, 72a and 72b. (1¼ hour).

81b—Aesthetic Dancing (Advanced)—Solo and group dances—Pageantry. (1 1-4 hours)

12—Plays and Games—This course will include a study and practice of unorganized games for large and small groups, recess period, indoor recreation, etc. for rural and intermediate grades. (1 1-4 hours)

91—Athletics for Women—Will include organized games for upper grades and high school as indoor baseball, volley ball, hand ball, captain ball, etc., also track and field events. (1 1-4 hours)

92—Athletics for Women—Hockey (Fall) Basket Ball (Winter) Tennis (Spring), two hours a week for intercollegiate contest work. (1¼ hour).

161—Athletic Coaching —Methods and management of sports; ideals in playing games, training of teams, coaching basket ball, indoor base-ball, etc. Prerequisite 91 and 92. (2½ hours).

14—Hygiene and Health Supervision—A course in personal hygiene with emphasis on methods of developing physical efficiency in teacher and pupil. (2½ hours)

52—Physiology and Anatomy—A course in physiology and anatomy with application of physiological effects of exercises, recreation, etc. (2½)

121—Teaching of Physical Education—A study of the technique arrangement of courses, etc. Practice Teaching (2½ hours)

162—Sanitation—Emergencies and Examination of School Children. (2½).

163—Community Recreation—(1 1-4 hours)

PSYCHOLOGY.

IV—Elementary Psychology—Gives a brief survey of phases of psychology essential to work in rural schools. (1-3 unit).

11—General Psychology—A course in the principles of, including the physiology of the sense organs and nervous system. The nature and function of conscious processes. The biological point of view is adopted throughout and the principles derived are directed toward the principles and methods of teaching. (2½).

54—Educational Psychology—A course of lectures and reports covering the results of Experimental studies in heredity, instincts and learning processes. Some experimental work will be done to demonstrate learning processes. Prerequisite, Psychology 11. (2½).

120—Child Study—This course is especially designed for teachers and supervisors of elementary grades. A careful study of children by years from birth to twelve years of age. The study of individual children, as

well as the literature, is accomplished and proficiency in giving the intelligence tests to children of these ages is sought. Prerequisite, Psychology 11 and 54. (2½).

121—Adolescence—This course is designed for high school teachers, principles and supervisors. The nature of adolescents and the problems incident thereto are studied for their educational significance. Individual differences and vocational aptitudes are given consideration. Prerequisites, Psychology 11 and Education 54. (2½).

150—Individual and Group Achievement Tests and Measurements—The aim of this course is to acquaint the student with a large number of achievement tests using typical educational and vocational tests and measurements. The course also aims to enable the student to give the more common tests and interpret the results correctly and to appreciate and evaluate the work of others along same line. Prerequisite Psychology 11 and 54. 2½).

152—Individual and Group Intelligence Tests—This course gives an acquaintance with the literature of mental tests, the value of mental tests and practical work in individual and group intelligence tests. Prerequisite, Psychology 11 and 54. (2½).

READING AND PUBLIC SPEAKING.

Ib—Reading I—Fundamentals in Reading.—The laws of oral and silent reading are stressed. Students are taught how to interpret a literary selection, through pictures, thought and emotions, as these are expressed in printed symbols. (1-3 unit) Winter quarter.

IIa—Reading II—A further development of Ib, emphasis being placed on expression. The idea of Reading is expanded to include more of originality in the student as it applies to his own talks, reports from current events, recitations and story-telling. (1-3 unit) Fall quarter.

IIIc—Debate, Exposition and Argumentation—Prerequisite, Courses Ib and IIa or equivalent to two units in English from standard high school—Particular phases of literature are emphasized including exposition in form of oral and written opinions, the study of representative up-to-date essays and orations and oral argument. (1-3 unit) Spring quarter.

IVc—Extemporaneous Speaking and Current Literature—Prerequisite Courses Ib, IIa, IIIc or three high school units in English—This includes current literature and extemporaneous speaking. Students are required to speak, tell stories, recite and read well. (1-3 unit). Spring quarter.

71—Advanced Reading A—A wide program of short story reading, and story telling is covered. The modern short story is examined with a view of writing, reading orally, or telling it, or both. The best stories appearing in magazines during the year are read. 2½).

72—Advanced Reading B—Prerequisite, Courses 71—The art of reading poetry aloud. All types of poetry are read and a program of committed poetry of at least forty minutes is required at the close of the term. A good course for teachers of English. (2½).

73—Advanced Reading C. Interpretative Reading—A course designed to assist in more intensive concentration upon thought mastery of language. Silent as well as oral reading is emphasized. Material drawn from every literary field. (2½).

74—Story -Telling—A course in the actual work of telling stories for all grades of public school work from the kindergarten to the college. A very comprehensive course designed for teachers. A well grounded knowledge of literature is necessary to carry this course. (2½ units)

61—Public Speaking A—Fundamentals. A beginning course for college students designed to teach skill in organizing material and speaking from brief notes daily in class. (2½ units)

62—Public Speaking B—The Oration Prerequisite Course 61—Emphasis is laid upon one end in speaking—to impress an audience. The science and art of speaking are noted and the psychology of the audience is studied. Daily speeches from five to twenty-five minutes in length. (2½ units)

63—Public Speaking C—Extemporaneous address—Prerequisite Courses 61 and 62—Speaking without notes from a carefully prepared outline in the mind is insisted upon. The speeches are short and to the point. All manner of current subjects is made the basis of speaking. (2½ hours).

101a—Bibliographs, Briefs and Debates—Prerequisite ten hours college English—An advanced course in college speaking, emphasizing the arrangement of bibliographies, the collection and organization of material for debate and inter-society debating and speaking. (2½).

101b—College Debating—A sequential course following 101a. An open form in daily argument dealing with the actual tools of argument. Questions of national and vital importance will be discussed. The questions handled by the various state leagues especially will be debated. (2½).

91—College Debating—A course designed especially for those students who participate in any of the contests within or without the school, and a good course for those interested in forensics or preparing for positions in teaching Debate in high schools. (2½).

90—Activity Course—A course in argument with one-half hour of credit, meeting once a week during the winter term. A preparatory course for inter-collegiate debaters. Can be taken as excess work.

102 Special Problems in Teaching Oral and Written English—Prerequisite ten hours college English—A teacher's course, from both an oral and written view point. Five fundamental problems are discussed, the work being carried on by recitations, personal exercises and lectures. (2½).

SOCIOLOGY 1

IIIc Rural Life Problems (To be taken in Teacher-Training) (1-3 unit)

14—Rural Sociology —(See Education 14)

15—The Family—A brief study of the history of the family; the ideals

which should control in the adjustment of the home to the changed social and economic conditions and how this adjustment is effected by the food, shelter and clothing problems. Civic responsibilities of the home as they reach out into the municipality, state and national government. (2½).

111—Principles of Sociology—The nature of sociological laws and their operation. The problems of the social order. General principles underlying social relationships. (2½).

112 Educational Sociology—A study of the factors of society, social organization and social progress as applied to school work. (2½).

SPANISH.

11a—Beginning Spanish—This course aims to give ——the essential facts of Spanish grammar and illustrate them by sufficient material for oral and written exercises. (2½).

11b—Elementary Spanish Readings—Readings with conversation and and composition. (2½ units)

11c—Advanced Spanish Readings—Readings with conversation and composition. (2½).

61a—Advanced Spanish—Reading Spanish novels with advanced conversation and composition. (2½).

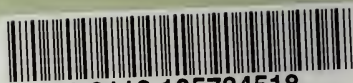
61b—Advanced Spanish—Continuation of 62a. (2½).

61c—Advanced Spanish—Continuation of 61b. (2½).

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